



Education &  
Communities

## *Cambridge Park Public School*



## *Management Plan 2014*

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# **School Priority Areas**

## Cambridge Park Public School Plan 2014

### School Priority Area: Leadership and Management

### Program: Leadership and Management

**Program Leader: Cheryl Binns**

#### Intended Outcomes:

- Enhanced leadership capacity for formal and aspiring leaders.
- Increased leadership density across the school.
- Increased instructional leadership capacity for formal and aspiring leaders.
- Establishment of professional learning community.

#### Target/s:

- Increase teacher and parent rating of school leaders' capacity to model and encourage reflective practice from 54% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 75% (almost always and usually) by November 2014.
- Raise teacher rating of leadership commitment to school improvement from 57% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 75% (almost always and usually) by November 2014.
- Raise teacher rating of leadership capacity to inspire and motivate learners from 63% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 80% (almost always and usually) by November 2014.
- Increase teacher rating of leadership capacity build relationships based on trust, collegiality and mutual respect from 69% (almost always and usually) on the SchoolMap Leadership survey in 2011 to 80% (almost always and usually) by November 2014.

**Total Budget: \$99984; \$92984 RAM; \$7000 TPL Career development**

| Indicators                                                                                                                                                                                                  | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Time Frame |    |    |    | Responsibility                     | Resource Allocation & Funding source |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|------------------------------------|--------------------------------------|----------------|
|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | T1         | T2 | T3 | T4 |                                    | Cost                                 | Dissection     |
| Formal, aspiring leaders and classroom teachers implement TPDCG s, including on-going TPL and reflection journals specifically targeted to meet personal needs and aligned with school strategic directions | Formal and aspiring leaders given opportunity and support for enrolment in eLearning Leadership Courses<br>1. Direct staff attention to availability of courses through leadership noticeboard.<br>2. Provide mentoring/coaching support as required as staff undergo training.<br>3. Executive/aspiring leaders to undergo Covey Training "Highly Effective Leaders" & "Great Leaders, Great Teams, Great results"<br>4. Support individual APs through implementation of Teacher Performance and Development Cycle Goals<br>5. Hold individual EARS and Shadow EARS meetings each term for the purpose of reviewing progress on TPDCG and Management Plans<br>6. Lead APs through Experienced Leaders Toolkit<br>7. Engage in Australian Principal Standards and self-assessment tool |            |    |    | →  | Principal APs and aspiring leaders | \$2000                               | 464-260<br>TPL |
|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |    |    | →  |                                    | \$5000                               | 464-260<br>TPL |
| School and community relationships positively enhanced and community engagement improved.                                                                                                                   | Employ Partnerships officer to guide school implementation of School Community Engagement matrix.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |    |    | →  | Principal and Donna Sirmais        | \$29021                              | 414-700<br>RAM |

|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                           |                |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------|----------------|--------------------|
| <p>Increasing numbers of teachers engage in shadow executive roles</p> <p>Increasing numbers of classroom teachers and administrative staff take on informal leadership roles and responsibilities (eg leadership of implementation of New NSW Curriculum Area)</p> | <p>Strengthen and embed shadow executive roles and opportunities</p> <ol style="list-style-type: none"> <li>1. Seek EIOs from all staff</li> <li>2. Collaboratively develop role statement for Shadow Executive</li> <li>3. Assign specific projects/programs for implementation from within strategic plan</li> <li>4. Link to formal leadership support</li> <li>5. Direct staff attention to availability of courses through leadership noticeboard</li> <li>6. Lead shadow executive through School Capability framework</li> </ol> | <p>→</p> | <p>Principal APs and aspiring leaders</p> | <p>N/A</p>     |                    |
| <p>Formal, aspiring leaders and classroom teachers implement TPDCG s, including on-going TPL specifically targeted to meet personal needs and aligned with school strategic directions</p>                                                                          | <p>All teachers plan and implement Teacher Performance and Development Cycle Goals and reflection journals and review with executive</p> <ol style="list-style-type: none"> <li>1. Teachers develop TPDCG based on self-evaluation against Australian Teaching Standards, identifying strengths and areas for growth.</li> <li>2. Teachers work on professional goals in TPDCG.</li> <li>3. Executive review TPDCG with staff each semester.</li> </ol>                                                                                 | <p>→</p> | <p>All teachers APs</p>                   | <p>N/A</p>     |                    |
| <p>Leaders critically reflect on school structures and processes, and lead staff in policy development and review</p>                                                                                                                                               | <p>Policies collaboratively developed for TARS, EARS, Leadership roles and responsibilities and leadership opportunities for aspiring leaders, students and parents.</p> <ol style="list-style-type: none"> <li>1. Collaboratively draft TARS/EARS policy</li> <li>2. Seek ratification from staff and School Council</li> </ol>                                                                                                                                                                                                        | <p>→</p> | <p>Principal Teachers</p>                 | <p>N/A</p>     |                    |
| <p>Analytical Framework priorities are specifically identified in literacy and numeracy plans and monitored in terms of implementation</p>                                                                                                                          | <p>Continued implementation of Analytical Framework for Effective Leadership and School Improvement</p> <ol style="list-style-type: none"> <li>1. Literacy and numeracy leaders monitor strategies through their program implementation.</li> <li>2. Principal supports/reviews each term as part of EARS processes</li> </ol>                                                                                                                                                                                                          | <p>→</p> | <p>Principal AP Literacy AP Numeracy</p>  | <p>N/A</p>     |                    |
| <p>There is continuous improvement in terms of effective collaboration, a focus on pedagogy, quality professional learning, substantive communication and professional collegial relationships</p>                                                                  | <p>All staff made aware of and implement strategies to build professional learning community ie effective collaboration, a focus on pedagogy, quality professional learning, substantive communication and professional collegial relationships.</p> <ol style="list-style-type: none"> <li>1. Use professional learning community matrix to determine priority areas for development.</li> <li>2. Provide staff with TPL on all aspects of effective PLC and develop plans for improving priority areas</li> </ol>                     | <p>→</p> | <p>Principal All staff</p>                | <p>N/A</p>     |                    |
| <p>Teachers collaboratively develop, evaluate and reflect on teaching programs and practices.</p>                                                                                                                                                                   | <ol style="list-style-type: none"> <li>1. Implement RFF timetable that facilitates all teachers on each stage being released at the same time.</li> <li>2. Each term meet with stage teams to analyse student data on PLAN and make recommendations for support or extension.</li> <li>3. Implement Lesson Study process for each stage at least once each term.</li> </ol>                                                                                                                                                             | <p>→</p> | <p>Principal</p>                          | <p>\$63963</p> | <p>414-690 RAM</p> |

## Cambridge Park Public School Plan 2014

**School Priority Area: Literacy**

**Program:** Focus on Reading; Lexia; L3 – Stage 1; Reading Recovery; Guided Reading; Implementation of new English syllabus; Writing using Accelerated English Pedagogy; Literacy Continuum;

**Program Leader: Derris Devitt**

**Intended Outcomes:** A greater percentage of students in years 3 and 5 are performing at proficient level in NAPLAN in reading and writing.

Teachers in stage 2 and 3 implementing FOR strategies to develop comprehension skills in reading.

Students writing more extended response in writing modelled on the text structure they have been studying.

**Target/s:** Increase the proportion of year 3 students performing at proficiency in reading from 17.3% in 2013 to 19.2% in 2014.

Increase the proportion of year 5 students performing at proficiency in reading from 10.4% in 2013 to 12.4% in 2014.

Increase the proportion of year 3 students performing at proficiency in writing from 30.7% in 2013 to 32.5% in 2014.

Increase the proportion of year 5 students performing at proficiency in writing from 1.7% in 2013 to 3.5% in 2014

**Total Budget:** \$21038 from Literacy/Numeracy programs 413-790; \$13782 from ILNNP 426-001 – 426-999 ; \$3500 Australian National Curriculum 466-260 **Total: \$38320**

| Indicators                                                                                                                                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                   | Time Frame |    |    |    | Responsibility                           | Resource Allocation & Funding source |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|------------------------------------------|--------------------------------------|-------------------------|
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | T1         | T2 | T3 | T4 | Personnel                                | Cost                                 | Dissection              |
| Targeted and identified students are demonstrating growth and improvement in reading.                                                               | <ul style="list-style-type: none"> <li>20% of yr 1 students placed on reading recovery program 4/5 at a time.</li> <li>Resources provided to reading recovery for successful Implementation.</li> </ul>                                                                                                                                                                                                                                      | →          | →  |    |    | Reading recovery teacher                 | \$500                                | 413-790<br>Lit/Num Prog |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  |    |    | Reading recovery Teacher                 |                                      |                         |
| All students in school involved in guided reading using FOR strategies                                                                              | <ul style="list-style-type: none"> <li>Guided reading groups established all stages with emphasis on using Focus On Reading strategies in groups to develop comprehension. Supported by LaSTs. FOR leaders and Literacy AP.</li> <li>School magazines purchased for guided reading groups Stage 2 &amp; 3.</li> <li>Continuous funding of Lexile program</li> <li>Resources for guided reading renewed/repaired of damaged stock.</li> </ul> | →          | →  | →  |    | Teachers, FOR Leader. Literacy AP        |                                      |                         |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP                              | \$1500                               | 426-790<br>ILNNP        |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP                              | \$3000                               | 413-790<br>Lit/Num Prog |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP,<br>Librarian<br>S1 teachers | \$1000                               | 413-790<br>Lit/Num Prog |
| Kindergarten teachers implementing L3 and stage 1<br>Teachers begin implementing L3.<br>Students independently reading texts in spare time at home. | <ul style="list-style-type: none"> <li>Training of teachers for L3 in Year 1 (3 teachers)</li> <li>L3 implemented in ES1 and Y1 classes.</li> <li>Purchase of resources for classes to implement L3 Successfully.</li> <li>Home readers expanded for ES1 and S1 as well as introduced to S2 &amp; S3.</li> <li>Employ SLSO 4 days a week to exchange home readers ES1, S1 2.5 hrs per day</li> </ul>                                         | →          | →  | →  |    | ES1, S1 teachers<br>Literacy AP          | \$4200                               | 426-690<br>ILNNP        |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP                              | \$5000                               | 413-790<br>Lit/Num Prog |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP,<br>Literacy team            | \$2000                               | 413-790<br>Lit/Num Prog |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                              | →          | →  | →  |    | Literacy AP<br>SLSO                      | \$10038                              | 413-700<br>Lit/Num Prog |

|                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                 |
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| <p>K-6 teachers place all students On Literacy Continuum.</p> <p>Literacy Continuum is part of school's data base for monitoring student progress.</p> <p>Teachers are consistent in assessing students when placing them on continuum.</p> <p>Students able to self-monitor comprehension and writing tasks provided by teacher.</p> | <ul style="list-style-type: none"> <li>• ES1 teachers assess students on Best Start on entry to school and place on continuum.</li> <li>• S1 teachers bring forward students on continuum and continue to track students on it through regular assessment.</li> <li>• S2 &amp; S3 teachers begin to place students on literacy continuum, supported by stage leader and Literacy AP</li> <li>• All teachers at grade and stage level meet regularly with student work samples to discuss and place students on continuum with support of stage leaders and Literacy AP.</li> <li>• Teachers at grade level develop assessment tasks to assist in placing students on continuum. Also criteria for assessing the students with the support of stage leaders and Literacy AP</li> <li>• Rubrics developed by teachers incorporating self-monitoring by the students in comprehension and writing tasks.</li> </ul> |  | <p>ES1 teachers</p> <p>S1 teachers</p> <p>S2 &amp; S3 teachers<br/>stage leaders<br/>Literacy AP<br/>Class teacher<br/>stage leaders<br/>Literacy AP</p> <p>Class teacher<br/>stage leaders<br/>Literacy AP</p> <p>Class teacher,<br/>stage leader,<br/>Literacy AP</p> |                                                                                     |                                                                                 |
| <p>Teachers confident In implementing new English syllabus</p>                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Teachers implement units of work for each stage developed last term in classes in first term.</li> <li>• Lesson study at stage level provided at beginning of unit to focus on how unit presented to students and the outcomes being taught with support of stage leader and Literacy AP.</li> <li>• Teachers meet in week 7 of term to discuss unit implementation and assessment task development with assistance of team leaders and Literacy AP.</li> <li>• Teachers at stage level given half a day to begin to plan and write unit in English for next term. Extra planning will need to be done in PD and RFF time.</li> <li>• Class groups of texts purchased to assist in implementing units based on new English syllabus.</li> <li>• Resources purchased to assist students to develop their Vocabulary knowledge ( 30 dictionaries)</li> </ul>              |  | <p>Class teachers</p> <p>Class teacher<br/>Literacy AP</p> <p>Class teacher<br/>Stage leader<br/>Literacy AP</p> <p>Class teacher<br/>Literacy AP</p> <p>Stage leaders<br/>Literacy AP<br/>Librarian</p>                                                                | <p>Cost embedded in Leadership budget</p> <p>\$3500</p> <p>\$5000</p> <p>\$1000</p> | <p>466-260<br/>Aust Nat Curr</p> <p>426-790<br/>ILNNP<br/>426-790<br/>ILNNP</p> |

|                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                 |                                                        |                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <p>Stage 2 &amp; 3 teachers implementing FOR strategies in guided reading to develop student comprehension strategies</p> <p>Teachers' program reflect integration of FOR strategies as well as the inclusion of outcomes and descriptors from new English syllabus and schools strategic priorities.</p> | <ul style="list-style-type: none"> <li>FOR team leaders develop an action plan for school implementation of FOR into classes with support of Literacy AP.</li> <li>FOR leaders meet with each stage to outline program and process.</li> <li>Lesson study provided to look at teaching experiences to develop comprehension skills using FOR strategies, supported by FOR leader and Literacy AP. This to happen in each of first three terms.</li> <li>Teachers presented with the school strategic priorities in literacy, numeracy and student welfare and asked to incorporate into individual programs.</li> <li>Literacy AP works with individual teachers to assist in developing strategies to assist in students developing skills outlined in the Literacy Continuum in phonemic awareness, phonics, reading texts, comprehension, phonics and writing.</li> </ul> |  | <p>FOR Leaders<br/>Literacy AP</p> <p>Class teachers<br/>Stage leaders<br/>Class teachers<br/>FOR leaders<br/>Literacy AP<br/>Principal<br/>APs<br/>teachers<br/>teachers<br/>Literacy AP<br/>Stage leaders</p> | <p>\$882</p> <p>Cost embedded in Leadership budget</p> | <p>426-690<br/>ILNNP</p>                                                                         |
| <p>Literacy and school achievement in literacy are promoted in the school community.</p> <p>Information provided to parents and caregivers on how to assist their child's literacy at home.</p>                                                                                                           | <ul style="list-style-type: none"> <li>Teachers collect samples of students writing to be published in a booklet to be published.</li> <li>Literacy team collect writing from teachers and place in booklet format to be printed for purchase by the community. Booklet sold for \$5 to recuperate cost of paper, printing and time.</li> <li>Literacy team hire SLSO time to print booklet over 2 days.</li> <li>Literacy team organises times when the community is invited into school to read to children a favourite story. Community provided with morning tea.</li> <li>Parents invited to meet ES1 teachers to talk about L3 and literacy in the school. Afternoon tea will be provided.</li> <li>Literacy AP writes articles for newsletter on parents helping their child with literacy and speech.</li> </ul>                                                     |  | <p>Class teachers</p> <p>Literacy team</p> <p>Literacy team<br/>SLSO<br/>Literacy team</p> <p>ES1 leader</p> <p>Literacy AP</p> <p>ES1 leader</p>                                                               | <p>\$500</p> <p>\$300<br/>\$200</p> <p>\$200</p>       | <p>426-790<br/>ILNNP</p> <p>426-700<br/>ILNNP<br/>426-790<br/>ILNNP</p> <p>426-790<br/>ILNNP</p> |





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| <p>Numeracy programs 3 – 6 emphasize Aspect 4, place value strategies</p> <p>Numeracy continuum is embedded as part of schools data base for monitoring students’ progress</p> <p>Teachers are able to articulate numeracy goals and targets</p> <p>Math committee knowledgeable in new syllabus and numeracy continuum.</p> <p>Math scope and sequence developed</p> <p>Teacher programs reflect TEN and CMIT activities.</p> <p>Students achievements in numeracy are reported effectively to parents and carers</p> | <ul style="list-style-type: none"> <li>• Analysis of NAPLAN, PLAN data and Schedule for Early Numeracy (SENA 1 and 2) data with all students placed onto the PLAN data base, targeted groups identified</li> <li>• Stages to collaboratively moderate student assessment tasks and achievements to ensure continuous improvement with discussions reflected in stage meeting minutes</li> <li>• Administer Stage 2 and Stage 3 whole class assessment.</li> <li>• Administer follow up assessment to the target and uncertain groups and analyses these assessments.</li> <li>• Provide half day relief to stage 2 and stage 3 teachers to complete individual assessments as needed in term one and term three.</li> <li>• Continue to embed TOWN numeracy assessment into class programs, track students by plotting on the numeracy continuum and placing onto STARS data base.</li> <li>• explicit and systematic teaching of all aspects of the numeracy continuum in modelled, guided and independent components of the numeracy session</li> <li>• Math Committee members to attend professional development course Syllabus Plus K-6 Math Series 2 to further enhance knowledge of the new math syllabus, numeracy continuum.</li> <li>• Math committee members released for 8 days to develop school scope and sequence in math to be implemented and embedded into class teachers programs in 2015</li> <li>• Class programs show differentiation for targeted identified students in mathematics.</li> <li>• Resources to assist with the implementation of the class numeracy program.</li> <li>• Students reports reflect their achievements based student assessments and their placement on the Numeracy Continuum.</li> </ul> |  | <p>Stage Leaders<br/>Class teachers<br/>Numeracy Coordinator</p> <p>Class teachers</p> <p>Class teacher</p> <p>Class teacher<br/>Numeracy AP</p> <p>Janice Clack<br/>4 Committee members</p> <p>4 committee members</p> | <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>\$418 x 16 =<br/>\$6688</p> <p>\$13376</p> | <p>426-690<br/>ILNNP</p> <p>426-690<br/>ILNNP</p> |
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|                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |                                                                                                                         |                                                           |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Students able to self-monitor numeracy tasks provided by the teacher</p> <p>Stage 3 targeted and identified students demonstrating growth and improvement in numeracy</p> <p>Mathematics management plan is implemented and well co-ordinated</p> | <ul style="list-style-type: none"> <li>Rubrics developed by teachers incorporating self-monitoring by the students in numeracy tasks.</li> <li>Renew Quicksmart licence and provide training for support staff implementing program.</li> <li>Employ 2 SLSO's to administer the program in conjunction with the Numeracy AP.</li> <li>Purchase resources to implement the program</li> <li>Release Maths co-ordinator from class to oversee and lead improvement of mathematics curriculum delivery</li> </ul> |  |  |  | <p>Class teachers, stage leader, Numeracy AP</p> <p>Numeracy AP</p> <p>Numeracy AP Support staff</p> <p>Numeracy AP</p> | <p>\$2000</p> <p>\$14592</p> <p>\$2000</p> <p>\$27969</p> | <p>426-790 ILNNP</p> <p>426-700 ILNNP</p> <p>426-790 ILNNP</p> <p>426-690 ILNNP</p> |
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ES1 and S1 teachers implementing TEN as intended.

Students in ES1, support unit and Stage 2 are assessed using Best Start assessment tasks and SENA 1 and 2

Support unit K-6 teachers place children on the Numeracy data base

Numeracy continuum is embedded as part of schools data base for monitoring students' progress

Teacher programs demonstrate improved student engagement using CMIT activities

Teachers are able to articulate numeracy goals and targets

Students achievements in numeracy are reported effectively to parents and carers

- Coordinator to work through action plan and professional development in CMIT Framework, new math syllabus and numeracy continuum
- Ongoing teacher support in class and through stage meetings and professional development meetings.
- Administer Schedule for Early Numeracy Assessment (SENA 1) to all Support Unit and SENA 2 for stage 1 and stage 2 students using the SENA Wizard and analyse student's placement on the Learning Framework. Half day release for support unit teachers.
- Cooperatively analyse SENA assessments with all students placed onto schools data base via STARS.
- Data base developed to mirror Numeracy Continuum and demonstrate student continuous achievement.
- explicit and systematic teaching of CMIT numeracy strategies in modelled, guided and independent components of the or numeracy session
- Resources to assist with the implementation of CMIT numeracy program.
- Students reports reflect their achievements based student assessments and their placement on the Numeracy Continuum.
- Implement and embed Neuman's analysis into all stages, with a focus on Naplan type problems

|   |  |  |  |              |        |                  |
|---|--|--|--|--------------|--------|------------------|
| → |  |  |  | Janice Clack |        |                  |
| → |  |  |  | All staff    |        |                  |
| → |  |  |  | All staff    |        |                  |
| → |  |  |  | Janice Clack |        |                  |
| → |  |  |  | All staff    |        |                  |
| → |  |  |  | Janice Clack | \$4000 | 426-790<br>ILNNP |
| → |  |  |  | All staff    |        |                  |
| → |  |  |  | AP Numeracy  |        |                  |

### Cambridge Park Public School Plan 2014

**School Priority Area:** Student Engagement & Attainment      **Program:** Learning and Support Team      **Program Leader:** Derris Devitt  
**Intended Outcomes:** Greater percentage of students in Years 3 and 5 performing at proficient level in reading, writing and numeracy  
**Total Budget: \$ 145835**

| Indicators                                                                                                                                              | Strategies                                                                                                                                                     | Time Frame |    |    |            | Responsibility        | Resource Allocation & Funding source |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|------------|-----------------------|--------------------------------------|---------------------------|
|                                                                                                                                                         |                                                                                                                                                                | T          | T2 | T3 | T4         |                       | Personnel                            | Cost                      |
| Targeted students are demonstrating improvement with articulation and language as demonstrated by pre and post testing.                                 | <ul style="list-style-type: none"> <li>Students are assessed by LaST on woodcock Reading Mastery and CELF 4</li> </ul>                                         | →          | →  |    |            | Natalie and Deb       | \$158.00                             | 164.135<br>Global LST     |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Purchase copies of score sheets for Woodcock Reading Mastery and CELF 4 Assessment tools.</li> </ul>                    | →          |    |    |            | Natalie               | \$99.00                              | 164.135<br>Global LST     |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Speech pathologist assesses selected students to develop speech program for 15 students each semester</li> </ul>        | →          |    |    |            | Derris & Lyn          | \$9000                               | 414-790<br>Tied RAM       |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Speech pathologist trains SLSO to work with students every day.</li> </ul>                                              | →          |    |    |            | Lyn & SLSO            | \$270                                | 414-790<br>Tied RAM       |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>SLSO works with selected students for a period of up 5 weeks per year. (SLSO costs \$33.46 ph incl on-costs)</li> </ul> | →          | →  | →  |            | SLSO                  | \$26349.75                           | 414-700<br>Tied RAM       |
| Targeted and identified Students are demonstrating growth and improvement in reading and spelling as demonstrated by pre and post testing               | <ul style="list-style-type: none"> <li>Mult lit implemented</li> </ul>                                                                                         | →          | →  |    |            | Natalie and Deb       | \$1500 =                             | 432-790                   |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Purchase of student booklets</li> </ul>                                                                                 | →          |    |    |            |                       | \$1114 + \$386                       | TEF c-/2013               |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Personnel- 2 SLSO for 4 terms, 1.5 hrs a day, for 3 days for 37 weeks (SLSO costs \$33.46 ph incl on-costs)</li> </ul>  | →          | →  | →  |            |                       | \$11,142.18                          | 164.135<br>Global LST     |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Lexia implemented</li> </ul>                                                                                            |            |    |    |            |                       | \$5000 =                             | 432-700<br>TEF c-/2013    |
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>Site license provided for 14 classes from years 1 -6</li> </ul>                                                         |            |    |    |            |                       | \$2824 + \$2179                      | 458-790<br>Lexia c-/ 2013 |
| <ul style="list-style-type: none"> <li>Employ an SLSO for a day a week for 30 weeks to implement remedial lessons and print out certificates</li> </ul> | →                                                                                                                                                              | →          | →  |    | \$6273.75  | 164.135<br>Global LST |                                      |                           |
| <ul style="list-style-type: none"> <li>SLSO works with identified students (1,423 SLSO hrs or 44 SLSO hrs per week for 32 weeks)</li> </ul>             | →                                                                                                                                                              | →          | →  |    | \$47632.93 | 444-700<br>Tied L&S   |                                      |                           |

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      |   |  |                         |                                |                                                        |
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| Targetted at risk students improve reading and comprehension skills and significantly close the gap between their levels of achievement and their peers | <ul style="list-style-type: none"> <li>Employ teacher to case-manage targeted students identified as at risk for reading failure. Teacher will assess current student competencies and develop and implement individualised learning plan for each based on assessed and identified learning difficulties and needs.</li> <li>LST leader, teacher and Principal meet twice a term to review progress</li> </ul>      | → |  | Derris<br>Bev           | \$31787                        | 414-690<br>Tied RAM                                    |
| Teachers have access to resources to assist in in program for LD students                                                                               | <ul style="list-style-type: none"> <li>Purchase resource books</li> </ul>                                                                                                                                                                                                                                                                                                                                            | → |  | Derris<br>Bev<br>Cheryl |                                |                                                        |
| Learning support staff have resources to assist them in delivering services to LD students.                                                             | <ul style="list-style-type: none"> <li>Purchase box of whiteboard markers and 6 mini white boards.</li> <li>Purchase of a set magnetic letters.</li> <li>Purchase of sensory and occupational therapy tools</li> </ul>                                                                                                                                                                                               | → |  | Natalie                 | \$270                          | 164.135<br>Global LST                                  |
| Students with LD and behaviour difficulties are supported in the classroom                                                                              | <ul style="list-style-type: none"> <li>SLSO employed to work with student on education plan which includes a behaviour plan</li> </ul>                                                                                                                                                                                                                                                                               | → |  | Natalie and Deb         | \$69.90<br>\$52.00<br>\$300.00 | 164.135<br>Global LST                                  |
| LaSTs & LST team members receive training to assist them in giving advice to teachers on LD students.                                                   | <ul style="list-style-type: none"> <li>Last attend seminar on Establishing pre-literacy and then early Reading, spelling and writing skills.</li> <li>LaST teacher to attend in service on Working Memory and its impact on Learning and reading</li> <li>LaST teachers attend TPL to develop capacity and skills to support classroom teachers</li> <li>School counsellor accesses TPL to keep up-todate</li> </ul> | → |  | Derris<br>SLSO          | \$4181.95                      | 455- 716<br>Student<br>Support<br>Services c/-<br>2013 |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      | → |  | LST leader              | \$185.00                       | 461-250<br>TPL Lit &NM                                 |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      | → |  | Natalie<br>Bev Kew      | \$70.00                        | 461-250<br>TPL Lit &NM                                 |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      | → |  | Natalie, Deb, Bev       | \$1000                         | 461-250<br>TPL Lit &NM                                 |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      | → |  | Lyn                     | \$500                          | 464-250<br>TPL Career<br>Dev                           |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Student Engagement & Attainment **Program:** Positive Behaviour For Learning; KidsMatter; Anti-bullying; Student Welfare

**Program Leader:** Leanne VanCuylenberg

**Intended Outcomes:**

- Improved student resilience, well-being and awareness of self and others
- Improved student engagement in curriculum and learning
- Increased student attainment in all Key Learning Areas
- Increased student leadership, student voice and student self-direction

**Target/s:**

- Reduce the proportion of students reporting negative affect in relation to their school experiences from 19% in 2011 ( Quality of School Life Survey) to 9% by November 2014
- Increase the proportion of students reporting positive social integration experiences at school from 86% in 2011 ( Quality of School Life Survey) to 95% by November 2014
- Increase the proportion of students reporting a strong sense of motivation to learn from 79% in 2011 ( Quality of School Life Survey) to 90% by November 2014
- Reduce the proportion of students who experience verbal bullying on a daily basis from an average of 21.5 % in 2011( Bullying Survey) to 12% by November 2014
- Reduce the proportion of students who experience physical bullying on a daily basis from an average of 14.8 % in 2011( Bullying Survey) to 7% by November 2014
- Increase the proportion of teachers reporting that they include opportunities for student self-direction in their lesson planning and implementation from an average of 62% in 2011(Quality Teaching Staff Survey) to 80% by November 2014
- Increase the proportion of teachers reporting that they implement Higher Order Thinking Skills in their lesson planning and implementation from an average of 73% in 2011 (Quality Teaching Staff Survey) to 90% by November 2014
- Increase the proportion of students who demonstrate self-regulation skills from an average of 60% in 2011 (Quality Teaching Staff Survey) to 80% by November 2014

**Total Budget: \$23320:** Global Student Welfare \$8015; RAM \$10852; TPL Welfare & Equity \$2508; Tied Student Assistance Scheme \$1945

|                                                                                                                         | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Time Frame |    |    |                                  | Responsibility             | Resource Allocation & Funding source |                                   |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----------------------------------|----------------------------|--------------------------------------|-----------------------------------|
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | T1         | T2 | T3 | T4                               | Personnel                  | Cost                                 | Dissection                        |
| Increased student and teacher use of meta-language associated with mental health, well being and emotional intelligence | <ul style="list-style-type: none"> <li>• Implementation of KidMatter program K-6, Component 3- Working with parents and carers</li> <li>• Introduction to staff and parent community about KidsMatter and it's purpose and need in the community through newsletter articles, school council meetings and TPL.</li> <li>• Review of recommendations from 2013 and implementation of those recommendations</li> <li>• Students introduced to KidsMatter through lessons in the classroom (Bounce Back)</li> <li>• Continued use of the school newsletter and website to inform community about KidsMatter and how it can benefit them and our students.</li> <li>• Create a functional Bounce Back program to suit our needs to be taught in terms 2 and 4.</li> <li>• Create Stage appropriate Anti-bullying lessons to be taught in terms 1 and 3.</li> </ul> | →          |    |    |                                  | Engagement AP<br>Principal | \$200<br>Resources                   | 342-790<br>Global Student Welfare |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |    |    | Engagement AP<br>KidsMatter Team |                            |                                      |                                   |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |    |    |                                  | All Teaching Staff         |                                      |                                   |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |    |    |                                  | AP Engagement              | 6 teacher<br>release days<br>\$2508  | 414-690<br>RAM                    |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |    |    |                                  |                            |                                      |                                   |

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                   |                                                 |                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------|
| <p>Improved student resilience, well-being and awareness of self and others<br/> Decreased incidents of bullying<br/> Increased student and teacher use of meta-language associated with mental health, well being and emotional intelligence<br/> Increased staff and student awareness of school expectations</p> | <ul style="list-style-type: none"> <li>• Whole school to begin training in KidsMatter Component 3- Working with parents and carers</li> <li>• Training and development for teachers in KidsMatter.</li> <li>• School staff develop and understanding of the importance of mental health and wellbeing, its impact on learning, and the significant contributions schools can make to improving student mental health through TPL</li> <li>• School staff have an understanding of their school community through improved community engagement activities.</li> <li>• School staff expect and model respectful and responsive relationships within the school community when communicating with students, parents and colleagues.</li> <li>• School leadership and staff create opportunities for students, staff, families and the wider community to be involved in a range of school activities such as Dance group and assemblies.</li> <li>• Provision of financial support for students to purchase school uniforms, text books and go on excursions</li> <li>• Implement breakfast club as part of KidsMatter. Explore possible support services and donations to provide resources. Seek staff and community support to run this 5 days a week.</li> </ul> |  | <p>Engagement AP<br/> PBL Team<br/> KidsMatter Action Team</p> <p>AP Engagement</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>AP Engagement Principal</p> <p>AP Engagement Principal<br/> Teachers and community</p> | <p>\$1945</p> <p>\$2000</p>                     | <p>451-001<br/> Tied student assistance grant<br/> 414-790<br/> RAM</p> |
| <p>Continue implementation of PBL – embedding School Wide Systems of Support</p> <p>Classroom PBL systems developed by staff</p>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Further develop and refine both playground and classroom systems through continued implementation of a school wide fast and frequent' rewards system.</li> <li>• Signage around the school displaying school expectations</li> <li>• Provide TPL on universal level signage, lessons and matrix</li> <li>• Develop an action plan for PBL to include training of new staff in PBL expectations in playground and classrooms</li> <li>• Provide TPL for teachers K-6 on classroom systems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p>Engagement AP<br/> PBL Team</p> <p>PBL Team</p> <p>PBL Team</p> <p>PBL Team<br/> PBL Team</p>                                                                                                                                                  | <p>\$3000</p> <p>\$2508<br/> 6 teacher days</p> | <p>414-790<br/> RAM</p> <p>465-260<br/> TPL welfare</p>                 |



|                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |                                                                                                                                                                      |                                                                                                                                   |                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>Implement Universal level PBL focus.<br/>Continued implementation of Anti-bullying policy and implementation of lessons within classrooms K-6.</p> | <ul style="list-style-type: none"> <li>• Implement token reward system school wide. Focusing on Safe, Respectful, Active Learners within the school.</li> <li>• All teachers to implement anti-bullying lessons</li> <li>• Inservice teachers on how to use the matrix for classroom support systems</li> <li>• Implementation of the 'Bounce Back' program K-6. Teacher released to construct suitable program for CPPS community</li> <li>• Create new signage for the playground and TPL all staff on meta-language to be used.</li> </ul>                                                                                                                               |   |   |   | → | <p>Engagement AP PBL Team<br/><br/>Teachers</p>                                                                                                                      | <p>\$1000<br/>Card for tokens and SRL certificates<br/><br/>\$300<br/>Resources</p>                                               | <p>342-790<br/>Global Student Welfare<br/><br/>342-790<br/>Global Student Welfare</p> |
| <p>Improved student engagement in curriculum and learning<br/>Increased student attainment in all Key Learning Areas</p>                              | <ul style="list-style-type: none"> <li>• All staff using the STARS program to monitor students growth and development in all areas. Staff to put critical information about students welfare on to STARS</li> <li>• Improved Naplan results through a variety of program implementation. Eg: FOR, TEN, TOWN, Best Start, AL</li> <li>• Quality assessment and CTJ across all KLAS</li> <li>• Staff to develop greater ability to implement Literacy strategies across all KLAS</li> <li>• All staff using PLAN / BEST START to record data.</li> </ul>                                                                                                                      | → | → | → |   | <p>Principal AP Engagement Teachers<br/><br/>Assessment and reporting team</p>                                                                                       | <p>\$1500<br/>(subscription to STARS)</p>                                                                                         | <p>342-790<br/>Global Student Welfare</p>                                             |
| <p>Student attendance is increased over the course of the year.</p>                                                                                   | <ul style="list-style-type: none"> <li>• Attendance monitors conduct attendance audits once a term and send relevant reminder letters to parents as appropriate.</li> <li>• Attendance monitors provided with 1 hour additional RFF per week to monitor attendance processes and student absences.</li> <li>• Attendance monitors continue to use flow charts for CT action, Executive action and SASS action and regularly remind staff of their responsibilities</li> <li>• HSLO to assist in setting up attendance plans when required.</li> <li>• Students awarded for 100% attendance certificates</li> <li>• Monitoring of Partial Absences through Oasis.</li> </ul> | → | → | → | → | <p>Attendance Monitors<br/><br/>Attendance Monitors<br/>Attendance Monitors<br/><br/>AP Engagement All Staff<br/><br/>AP Engagement<br/><br/>Attendance Monitors</p> | <p>\$3344<br/>(8 days)<br/><br/>Cost embedded in Leadership budget<br/><br/>\$315 for certificates<br/>\$100 canteen vouchers</p> | <p>414-690<br/>RAM<br/><br/><br/><br/>342-790<br/>Global Student Welfare</p>          |

|                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |                                                  |                                                                                                            |                                               |
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| <p>Increased student leadership, student voice and student self-direction</p>                                                                                                          | <ul style="list-style-type: none"> <li>• Increase in student visibility in decision making processes through a higher level of use of the SRC in the school</li> <li>• Continued development in the SRC and their roles and responsibilities within the school.</li> <li>• Development of Leadership opportunities for students other than SRC</li> </ul>                     |  |  |  |  | <p>AP Engagement<br/>M Copeland</p>              | <p>\$1400<br/>Resources</p>                                                                                | <p>342-790<br/>Global Student<br/>Welfare</p> |
| <p>PBL Tokens, end of year certificates, Bounce Back programs to be made ready for teachers use.<br/>Greater number of students achieving Bronze, Silver, Gold or Medallion status</p> | <ul style="list-style-type: none"> <li>• Teaching staff to have easy access to all items to throughout the year.</li> <li>• Staff using tokens around the school frequently.</li> <li>• Green Fun Days x 2 (Terms 2 and 3)</li> <li>• Great Soaking Blast</li> <li>• BBQ for Principal's Award Level students and parents</li> <li>• Gold morning tea for students</li> </ul> |  |  |  |  | <p>SASS<br/><br/>AP Engagement<br/>All Staff</p> | <p>\$1500<br/>Certificates<br/>and Badges<br/>\$200<br/>hospitalities<br/><br/>\$1500<br/>Water slides</p> | <p>342-790<br/>Global Student<br/>Welfare</p> |
| <p>Cohesive student welfare system developed and implemented</p>                                                                                                                       | <ul style="list-style-type: none"> <li>• Develop comprehensive student welfare policy that ties together all pastoral care initiatives running in the school</li> </ul>                                                                                                                                                                                                       |  |  |  |  | <p>AP Engagement<br/>Principal</p>               |                                                                                                            |                                               |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Student Engagement /Connected Learning/Teacher Quality

**Program:** Technology Management

**Program Leader:** N Spry

**Intended Outcomes:** To provide students and staff with appropriate skills and resources to deliver quality teaching and learning to our students  
To provide an equitable and fully maintained computer network, with minimum downtime.

**Target/s:** Increase staff and student engagement with technology  
Extend learning opportunities for students and teachers across communities of schools  
Implement online collaborative learning tools and provide secure online workspaces for students and teachers and students.

**Total Budget \$99171:** \$22448 Tied Computer Grant; \$74,600 RAM Low-socioeconomic; \$2123 Global

| Indicators                                                                                              | Strategies                                                                                                                                                                                              | Time Frame |    |    |    | Responsibility      | Resource Allocation & Funding source            |                           |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|---------------------|-------------------------------------------------|---------------------------|
|                                                                                                         |                                                                                                                                                                                                         | T1         | T2 | T3 | T4 |                     | Personnel                                       | Cost                      |
| Compute Coordinator RFF.                                                                                | 1 staff day per week to attend to ongoing maintenance of school computer network.                                                                                                                       |            |    |    | →  | N Spry              | \$15522                                         | 449-690<br>Tied Grant     |
| Staff/Student engagement with classroom based computers increase as shown through student work samples. | Supply XO Laptops to all staff and students.                                                                                                                                                            | →          |    |    |    | N Spry              | \$55 000.00                                     | 414-790<br>RAM            |
| Install IWB & Data Projector In Room 13.                                                                | Install interactive data projector in Room 13 to maintain equity for all staff/students.                                                                                                                |            |    |    |    | N Spry              | \$16000                                         | 414-790<br>RAM            |
| Consumables                                                                                             | Purchase printer ink, paper supplies, data projector lamps in both class rooms and technology lab.<br>iPad 4G connection – this connection should be terminated at the end of the contract in May 2014, | →          |    |    | →  | N Spry              | \$3000.00                                       | 449-002<br>Tied Grant     |
| School based policy written and implemented.                                                            | School policy regarding student and staff use of computers, video conferencing and technology at CPPS.                                                                                                  |            | →  |    |    | ICT Committee       | embedded in Leadership budget in additional RFF |                           |
| Computer database of all equipment established and maintained.                                          | Maintain data base of location of computers ensuring equity in all rooms.<br><br>2 staff day per semester (\$418 x 4 = \$1672)                                                                          | →          |    |    | →  | N Spry + SASS Staff | \$1672                                          | 200-690<br>Global comp ed |

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |  |        |           |                           |
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| Maintain/Repair existing installations                                                                                                                           | Stock take, clean and repair equipment.<br>1 staff day per semester to maintain network. (\$418)<br>1 staff day per semester to maintain iPads. (\$418)<br>1 staff day per semester to maintain XO's (\$418) including on-costs                                                                                                                                                                                                                                          |  |  |  |  | N Spry | \$1254    | 449-690<br>Tied Grant     |
| Maintain/Repair existing installations                                                                                                                           | Purchase data cable to replace damaged cable in existing installations.                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  | N Spry | \$1000.00 | 449-002<br>Tied Grant     |
| Computer system has less down time in comparison with an average 1 day per fortnight in previous years                                                           | Computer Coordinator to utilise 'helpdesk' to reduce network downtime.                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  | N Spry | N/A       |                           |
| Installation of XO Laptops in all classrooms.<br>Training/Support provided to all staff in use of XO Laptops,<br>Training of Students in maintenance XO Laptops. | 12 SASS days to process OX's on asset register (\$300 x 12 = \$3600)                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |  | N Spry | \$3600    | 414-700<br>RAM            |
| Provide wireless access                                                                                                                                          | Install secured wireless access points in Admin Block and all classrooms to support XO Laptops.<br>WAP's for Rms: 1, 2/3 4/5 6/7 8/9, 10/11, 12/13, 14, 16/17, 18/19 20/21. (WAP obtained through eTL points) Power Cable for each unit required @ \$41 each (\$41x 10 = \$410)<br>Relocate WAP in Tech Lab to Room 22/23 \$41 power cable required.                                                                                                                     |  |  |  |  | N Spry | \$451.00  | 200-130<br>Global comp ed |
| DET T4L Roll Out distributed to support equal student usage                                                                                                      | Manage and implement DET T4L Roll Out ensuring equity for all stakeholders.<br>4 staff days to install new roll out computers (\$418 x 4 = \$1672)<br>Computers allocated to Library.<br>8 desktops to create 'mini lab'<br>Reading Recovery<br>1 Laptop<br>Classrooms<br>Rm 13 x 3 (no desktops currently in this room to support Lexia and maintain equity)<br>Rms 7, 8 & 9 to maintain equity – current machines in these rooms outdate compared to other classrooms. |  |  |  |  | N Spry | \$1672.00 | 449-690<br>Tied Grant     |

## Cambridge Park Public School Plan 2014

**School Priority Area:**  
**Program: Library**

**Program Leader: Amy Sivanandan**

**Intended Outcomes: To enhance and extend collaborative teaching and learning in the library through inquiry-based instructional programs.**

**Target/s:**

**Total Budget: \$0.00**

1. Plan, present and evaluate at least two guided inquiry instructional programs for each class group, years 1 to 6.
2. Collaboratively plan for teaching, learning and assessment with all class teachers, and specialist teachers where appropriate, consistently throughout 2014.
3. Use library resources and learning time wisely by implementing and evaluating the use of a flexible timetable.

| Indicators                                          | Strategies                                                                                                                                                                                                                                                                                        | Time Frame |    |    |    | Responsibility                | Resource Allocation & Funding source |      |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------------|--------------------------------------|------|
|                                                     |                                                                                                                                                                                                                                                                                                   | T1         | T2 | T3 | T4 |                               | Personnel                            | Cost |
| Resources are available for teaching                | Purchase classroom resources (see processing needs)                                                                                                                                                                                                                                               | →          |    |    |    | A Sivanandan                  |                                      |      |
| Evaluation, feedback                                | Present to staff an overview of the Guided Inquiry process.<br>Develop proformas for planning.<br><br>Trial a partial flexible timetable, Stages 2 and 3 weeks 4-11.<br><br>Plan and begin a GI unit with stages 2 and 3. Use RFF times to plan together. Use a range of tools for collaboration. | →          |    |    |    | A Sivanandan<br>RFF timetable | PD mtg<br><br>RFF (additional?)      |      |
| Data gathered from teaching<br>Evaluation, feedback | Present feedback to staff, along with student work samples and teacher comments.<br>If successful extend flexible timetable to year 2. Otherwise continue with adjustments for stages 2 and 3.<br>Plan and begin a GI unit with year 2. Continue with stages 2 and 3.                             |            | →  |    |    | A Sivanandan<br>RFF timetable | PD mtg<br><br>RFF (additional?)      |      |
| Data gathered from teaching<br>Evaluation, feedback | As above. Extend all to year 1.                                                                                                                                                                                                                                                                   |            |    | →  |    | A Sivanandan<br>RFF timetable | PD mtg<br><br>RFF (additional?)      |      |

## Cambridge Park Public School Plan 2014

**School Priority Area: Student Engagement and Attainment**  
**Program: Library**

**Program Leader: Amy Sivanandan**

**Intended Outcomes: To increase participation in library programs and the use of library facilities and resources.**

**Target/s:**

1. Design and implement a plan for promoting library programs, facilities and resources.
2. Develop a library monitor training program.
3. Assess and increase the use of the library resources by teachers and stage 3 students.

**Total Budget: \$1210.00**

| Indicators                                                                                                                                                                                             | Strategies                                                                                                                                                                      | Time Frame |    |    |    | Responsibility                          | Resource Allocation & Funding source |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-----------------------------------------|--------------------------------------|---------|
|                                                                                                                                                                                                        |                                                                                                                                                                                 | T1         | T2 | T3 | T4 |                                         | Personnel                            | Cost    |
| Strong branding<br>Templates in use                                                                                                                                                                    | Develop a template for all library communications and signs.                                                                                                                    |            | →  |    |    | A Sivanandan                            | Mngmt                                |         |
| Increased borrowing of highlighted resources<br>Teachers more frequently visit the library to resource teaching<br>Reference queries<br>Parents are aware of events                                    | Plan and implement a schedule of displays and items for publication.<br>Add library information to the school website to link library, classroom and home.<br>Display materials | →          |    |    | →  | A Sivanandan<br>SAO<br>Library Monitors | Mngmt<br>Lunch duty<br><br>50.00     | 335.530 |
| Completed program<br>Feedback from library monitors<br>Assessment of skill levels<br>Library monitors lead activities, present at assemblies and influence decision making within the library context. | Develop a library monitor training program and formalise in writing our current procedures.                                                                                     | →          | →  |    |    | A Sivanandan                            | Mngmt                                |         |
| Books available for classroom recreational reading                                                                                                                                                     | Bulk loans for classes at least twice a term.                                                                                                                                   | →          |    |    | →  | A Sivanandan<br>Class Teacher           |                                      |         |

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |  |  |  |                                                       |                                                                                              |                                                                                                          |
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| <p>Increased borrowing of highlighted resources<br/>Reading logs<br/>Book reviews and trailers<br/>Participation in events &amp; individual evaluations<br/>Improvement in lexile levels<br/>Request specific titles for purchase</p> | <p>Include literature in inquiry based units as well as including literature appreciation and sharing as part of borrowing sessions.</p> <p>Introduce and teach how to access Lexile levelled texts within the library</p> <p>Face out displays.</p> <p>Signs/Bookmarks – If you liked... you might enjoy.</p> <p>Book reviews/ book trailers</p> <p>Special library events and activities:</p> <ul style="list-style-type: none"> <li>• Premier’s Reading Challenge (3 Mar – 22 Aug)</li> <li>• World Read Aloud Day (5 Mar)</li> <li>• National Simultaneous Storytime (21 May 11am)</li> <li>• Children’s Book Week – Connect to Reading (18-22 Aug)</li> <li>• Book Fair (14 Aug delivery – 21 Aug pick up)</li> <li>• Author/Illustrator visit (TBC)</li> <li>• Summer Reading Club (Dec-Jan)</li> </ul> <p>Library signage</p> | <p>→</p> |  |  |  | <p>A Sivanandan<br/>Class Teachers<br/>Committees</p> | <p>50.00</p> <p>30.00</p> <p>50.00</p> <p>400.00</p> <p>50.00</p> <p>50.00</p> <p>500.00</p> | <p>335.110</p> <p>335.110</p> <p>335.820</p> <p>335.820</p> <p>335.530</p> <p>335.530</p> <p>335.110</p> |
| <p>Teachers more frequently visit the library to resource teaching<br/>Increased borrowing of highlighted resources</p>                                                                                                               | <p>Professional development for staff – using the OPAC, accessing departmental resources, e.g. Scootle.</p> <p>Display in staffroom. (Clipboard)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>→</p> |  |  |  | <p>A Sivanandan</p>                                   | <p>Time in PD</p>                                                                            |                                                                                                          |
| <p>Recreational use of library at break times</p>                                                                                                                                                                                     | <p>Upkeep of lunch time activities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>→</p> |  |  |  | <p>A Sivanandan</p>                                   | <p>30.00</p>                                                                                 | <p>335.530</p>                                                                                           |

## Cambridge Park Public School Plan 2014

**School Priority Area:**

**Program: Library**

**Program Leader: Amy Sivanandan**

**Intended Outcomes: To maintain a responsive, well organised, accessible collection that meets curriculum needs, reading and developmental needs and recreational reading needs and interests.**

**Target/s:** **Total Budget: \$11770.00**

1. Complete the writing of a collection development policy that is then approved by the school community.
2. Complete stocktake following the rolling stocktake calendar. Update Junior Fiction and Fiction collections.
3. Map the collection against the new curriculum following the implementation calendar and make recommendations for further growth, both digital and physical collections.

| Indicators                                                                                                                                                                                                                                   | Strategies                                                                                                                                                                                                                                                             | Time Frame |    |    |    | Responsibility                            | Resource Allocation & Funding source |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------------------------|--------------------------------------|--------------------|
|                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                        | T1         | T2 | T3 | T4 | Personnel                                 | Cost                                 | Dissection         |
| Teacher Librarian able to focus on teaching role                                                                                                                                                                                             | Subscription to SCIS (taken from global budget)<br>Deliveries to SCIS for cataloguing of unmatched items                                                                                                                                                               | →          |    |    |    | A Sivanandan<br>SAO                       | 350.00<br>50.00                      | 335.780<br>335.530 |
| Teacher Librarian has duties in the library.<br>Library is open by 8:30 and closed no earlier than 3:30, other times by negotiation.<br>Library monitors are supervised by Teacher Librarian while completing tasks and undergoing training. | Library is staffed by a qualified teacher librarian during all open hours to facilitate the selection of resources and use of the facility.                                                                                                                            | →          |    |    |    | A Sivanandan<br>RFF roster<br>Duty roster | School allocation                    |                    |
| Teachers have access to a range of quality resources both electronic and print based for teaching the new curriculum                                                                                                                         | Subscribe to SCAN, The Literature Base and trial a subscription to PETA. Advertise these to staff.                                                                                                                                                                     |            |    | →  |    | A Sivanandan                              | \$400.00                             | 335.780            |
| Borrowing statistics<br>Teacher feedback                                                                                                                                                                                                     | Add new books to the collection to support curriculum delivery and replace old books. (Processing needs accounted for in Student Engagement budget.) Advertise these to the school community. Focus will be resources to support school plan areas and new curriculum. | →          |    |    |    | A Sivanandan                              | \$750.00                             | 335.100            |



|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        |                                          |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|------------------------|------------------------------------------|---------|
| <ul style="list-style-type: none"> <li>• The library has a well organised and available collection with an average age of 10 years.</li> <li>• Stocktakes completed</li> <li>• Survey</li> <li>• Classrooms are well supplied for teaching and learning.</li> </ul> | <p>Add new books to the collection for wide reading and curriculum support and to replace old books.</p> <p>Factual - replace aging editions, curriculum related (approx. 50)</p> <p>Factual – interest reading (approx. 10)</p> <p>Literary – replace aging editions, curriculum related (approx. 80)</p> <p>Literary – interest reading, esp series (approx. 40)</p> <p>Processing needs and classroom resources</p> | → |  |  | A Sivanandan           | 1500.00                                  | 335.820 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 300.00                                   | 335.820 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 1600.00                                  | 335.820 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 1000.00                                  | 335.820 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 1600.00                                  | 335.110 |
|                                                                                                                                                                                                                                                                     | <p>Develop collection development policy. Present to school community for approval. Teacher release – 1 day</p>                                                                                                                                                                                                                                                                                                        | → |  |  | A Sivanandan Committee | 400.00                                   | 335.690 |
|                                                                                                                                                                                                                                                                     | <p>Complete stocktake following the rolling stocktake calendar. Timetable to have as little impact on teaching and learning as possible, e.g. sports carnival.</p> <p>Update Junior Fiction and Fiction collections.</p> <p>6 days SAO for scanning resources + 15 days teacher librarian off class</p>                                                                                                                | → |  |  | A Sivanandan SAO       | Library programs halted during stocktake |         |
|                                                                                                                                                                                                                                                                     | <p>Purchase 3 sets of 15 (x45) atlases for stage 3 classrooms.</p>                                                                                                                                                                                                                                                                                                                                                     | → |  |  | A Sivanandan           | 1200.00                                  | 335.690 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 1500.00                                  | 335.820 |
| Well organised reading resources room                                                                                                                                                                                                                               | <p>Reading resources accessioned for ease of tracking.</p> <p>3 extra SAO days for initial processing of new resources and updating old resources.</p>                                                                                                                                                                                                                                                                 | → |  |  | SAO                    | \$600.00                                 | 335.690 |
| 24/7 access to resources                                                                                                                                                                                                                                            | <p>Develop the digital collection:</p> <p>External hard drive to store ebooks and downloaded programs purchased</p> <p>Replace VHS with downloads/access through fileserver</p> <p>Maintain links in OPAC.</p> <p>Training for students in use of online tools to access resources, e.g. OPAC, Scootle</p>                                                                                                             | → |  |  | A Sivanandan           | 220.00                                   | 335.530 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | 300.00                                   | 335.530 |
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |  |                        | Mngmt                                    |         |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Student Engagement and Attainment

**Program:** Access Program

**Program Leader:** T Lodge

**Intended Outcomes:** To provide relevant and accessible technology resources to assist staff in delivering quality teaching and learning to our students.

**Target/s:** Increase staff and student engagement with technology

Extend learning opportunities for students and teachers across communities of schools

Implement online collaborative learning tools and provide secure online access to resources for teachers.

**Overall Total: \$5,850** from RAM Low–socio economic

| Indicators                                                                                                                                  | Strategies                                                                                                                                                                                                                                            | Time Frame |    |    |    | Responsibility                                                 | Resource Allocation & Funding source |                               |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------------------------------------------------------|--------------------------------------|-------------------------------|
|                                                                                                                                             |                                                                                                                                                                                                                                                       | T1         | T2 | T3 | T4 |                                                                | Cost                                 | Dissection                    |
| Increase use of IWB resources through the development of Access visual storage system.                                                      | <ul style="list-style-type: none"> <li>Release Access Team leader 1 day per term to develop, adapt, increase bank of IWB resources and oversee maintenance of site.</li> </ul>                                                                        | →          |    |    |    | T Lodge                                                        | \$1500                               | 414-690<br>RAM Cas Sal        |
|                                                                                                                                             | <ul style="list-style-type: none"> <li>Release Access Team personnel for 1 hour per week (on a roster basis) to assess new IWB material and maintain relevant stage storage system.</li> </ul>                                                        | →          |    |    |    | M Thompson<br>S O'Neill<br>Various other team members (Stages) | 21 <sup>st</sup> Century Learning    | embedded in leadership budget |
|                                                                                                                                             | <ul style="list-style-type: none"> <li>Release Access Team leader 2 x .5 days to prepare staff development for teachers who require further training in creating IWB presentations or using IWB technology.</li> </ul>                                | →          |    |    |    |                                                                | \$350                                | 414-690<br>RAM Cas Sal        |
| Locate and upload Access storage system to suitable facility to protect resources, increase efficiency and enable teacher access from home. | <ul style="list-style-type: none"> <li>Locate and purchase suitable storage facility (one off cost) then yearly hosting fee.</li> </ul>                                                                                                               | →          |    |    |    | T Lodge<br>N Spry<br>M Thompson<br>S O'Neill                   | \$2000                               | 414-790<br>RAM resources      |
|                                                                                                                                             | <ul style="list-style-type: none"> <li>Release Access Team personnel to upload Access storage system to designated password protected website to enable teacher access from home, increase efficiency and enable teacher access from home.</li> </ul> | →          |    |    |    | T Lodge<br>N Spry                                              | \$1500                               | 414-690<br>RAM Cas Sal        |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Assessment and Reporting

**Program Leader:** Lorna MacKinnon

**Intended Outcomes:**

- Successful implementation of the new NSW Curriculum
- Improved student engagement in curriculum, learning and student self-direction
- Improved assessment and reporting practice
- Improved community engagement

**Targets:**

- Increase the proportion of teachers who report regularly using a range of quality assessment tools and strategies from 30.5% in 2011 (Teacher Survey) to 65% by November 2014
- Implement improved assessment and reporting practices
- Improve community involvement in engaging students in quality learning programs
- Increase community involvement in assessment and reporting procedures

**Total Budget: \$13500:** Global assessment & reporting budget \$2500; Tied Grant Literacy Numeracy Programs \$11,000

| Indicators                                                                                                                | Strategies                                                                                                                                                   | Time Frame |    |    |    | Responsibility                                                          | Resource Allocation & Funding source |            |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------------------------------------------------------|--------------------------------------|------------|
|                                                                                                                           |                                                                                                                                                              | T1         | T2 | T3 | T4 |                                                                         | Cost                                 | Dissection |
| Successful implementation of the new NSW curriculum                                                                       | <ul style="list-style-type: none"> <li>• Collaborative implementation of the new NSW Curriculum and link to PPDPs for formal and aspiring leaders</li> </ul> |            |    |    | →  | Principal, AP Curriculum and Assessment, Executive and Shadow Executive | costs embedded in other budget areas |            |
| Staff confidently implement new NSW English and Mathematics Curriculum. PARS, EARS & TARS indicate curriculum development | <ul style="list-style-type: none"> <li>• Full implementation of the new NSW English and introduction to Mathematics Curriculum</li> </ul>                    |            |    |    | →  | All staff                                                               | costs embedded in other budget areas |            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |          |          |                                                                                                                                                                                     |                                                 |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| <p>Improve student engagement in curriculum, learning and student self-direction</p> <p>Student work samples and assessment tasks reflect student self-assessment, strategies, goal setting and increased diversity</p> <p>All teachers use PLAN to track student progress on both continuums<br/>All teachers use student data on PLAN to inform their teaching programs and identify students at risk or who require extension</p> | <ul style="list-style-type: none"> <li>Structure school collaboration and TPL timetable to facilitate teacher planning days, collaborative development in line with the new curriculum and quality assessment tasks</li> <li>Planning days to continue to implement and evaluate whole school quality assessment strategies and tracking data (rubrics, consistency in judgement, dux)</li> <li>Teachers K-6 release ½ day term 1 to enter data on PLAN</li> <li>Principal meets with all stages in week 8 of each term to examine PLAN data and make recommendations for programming and student support</li> </ul> | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Principal and AP Curriculum and Assessment</p> <p>AP Curriculum and Assessment, Assessment and Reporting Committee and Technology Co-ordinator</p> <p>Principal, APs and CTs</p> | <p>\$6,000</p> <p>\$5000</p>                    | <p>413-690 Lit/Num</p> <p>413-690 Lit/Num</p>               |
| <p>Improved reporting and assessment practice</p>                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Develop a new report to complement the new curriculum.</li> <li>Implement improved assessment tasks and tracking data.</li> <li>Provide casual relief for the formatting and printing of the new reports (6 days)</li> <li>Provide paper and envelopes for reports</li> <li>Provide data sticks to classroom teachers for reports</li> <li>Provide sustenance for staff on interview night</li> </ul>                                                                                                                                                                         | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p></p>                                                                                                                                                                             | <p>\$2,000</p> <p>\$200<br/>\$100<br/>\$200</p> | <p>174-690 Global A&amp;R</p> <p>174-790 Global A&amp;R</p> |
| <p>Improved community engagement</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Meet the teacher afternoon teas</li> <li>Meet the teacher invitations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>→</p> | <p></p>  | <p></p>  | <p></p>  | <p>APs</p>                                                                                                                                                                          | <p></p>                                         | <p></p>                                                     |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Aboriginal Education

**Program Leader:** Erica Bell

**Intended Outcomes:**

- Improved literacy and numeracy outcomes for Aboriginal students
- Improved community engagement and involvement
- Improved attendance

**Target/s:**

- Increase average Naplan score for Year 3 Aboriginal students in Numeracy from 352.8 in 2013 to 355.0 in 2014
- Increase average Naplan score for Year 3 Aboriginal students in Spelling from 359.7 in 2013 to 362 in 2014
- Increase average Naplan score for Year 5 Aboriginal students in Reading from 465.6 in 2013 to 468 in 2014
- Increase average Naplan score for Year 5 Aboriginal students in Spelling from 488 in 2013 to 490 in 2014
- Increase average Naplan score for Year 5 Aboriginal students in Measurement, Data, Space) from 435 in 2013 to 442 in 2014

**Total Budget \$71136**

| Indicators                         | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Time Frame |    |    |    | Responsibility                                            | Resource Allocation & Funding source |                                             |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-----------------------------------------------------------|--------------------------------------|---------------------------------------------|
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | T1         | T2 | T3 | T4 |                                                           | Cost                                 | Dissection                                  |
| PLP Implementation                 | <ul style="list-style-type: none"> <li>• Devise, print and brief staff on new PLP template</li> <li>• Meet with parent, Aboriginal student and classroom teacher in Term 1 and complete PLP.</li> <li>• Revision of PLP in a secondary meeting with the parent, Aboriginal student and classroom teacher at the end of Term 2.</li> <li>• Visit surrounding schools with high percentages of PLPs completed in 2013 and investigate strategies for improving PLP completion rates.</li> <li>• Evaluate the effectiveness of the PLPs with staff and community.</li> <li>• Administration days for Aboriginal education</li> </ul> | →          |    |    |    | Ab'l Ed Leader<br>Teachers                                | \$11,920                             | 422-690<br>Tied Ab Ed<br>casual<br>salaries |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | →          |    |    |    |                                                           | 16 casual<br>days                    |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | →          | →  |    |    |                                                           | 2 casual<br>Days                     |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | →          |    |    |    |                                                           | 8 casual<br>days                     |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    | →  |                                                           |                                      |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    | →  |                                                           |                                      |                                             |
| Improve literacy results in NAPLAN | <ul style="list-style-type: none"> <li>• Implementation of Norta Norta program</li> <li>• Explore where the implementation of Accelerated Literacy best fits within our school</li> <li>• Implementation of L3</li> <li>• PLPs reflect literacy goals and outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |            |    |    | →  | Ab'l Ed Leader<br>Teachers<br>Tutor/<br>teacher's<br>aide | \$3,000                              | 422-792<br>Tied Ab Ed<br>Norta Norta        |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    | →  |                                                           |                                      |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    | →  |                                                           |                                      |                                             |
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    | →  |                                                           |                                      |                                             |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |  |  |  |                                                    |                                                                                                    |                                                                                                           |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|----------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                                    | <ul style="list-style-type: none"> <li>• Purchase new literacy resources with Aboriginal perspective imbedded e.g. Indij readers and Yarning Strong</li> <li>• Create a homework centre on site and seek the support of the school community (\$30 per week in afternoon tea)</li> <li>• Employ a teacher's aide to accession purchased literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | → |  |  |  | Ab'l Ed Leader<br>Ab'l Ed<br>committee<br>Teachers | \$5,000<br>Resources<br>\$1200<br>Afternoon<br>Tea<br>\$401.52<br>2 days of a<br>teacher's<br>aide | 422-790<br>Tied Ab Ed<br>resources<br>422-790<br>Tied Ab Ed<br>resources<br>422-700<br>Tied Ab Ed<br>SLSO |
| Improved numeracy results                                          | <ul style="list-style-type: none"> <li>• Implementation of TEN, Quick Smart and TOWN to assist Aboriginal students</li> <li>• Create a homework centre on site</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | → |  |  |  | Ab'l Ed Leader<br>Teachers                         |                                                                                                    |                                                                                                           |
| Improved involvement of Aboriginal community in school activities. | <ul style="list-style-type: none"> <li>• Host a BBQ parent night to find out what parents and the wider community identify as important in Aboriginal Education. Brief parents and community on the new PLP template and Aboriginal Education goals and events for 2014.</li> <li>• Host a Recognition Night after the PLP secondary meetings to celebrate student achievement.</li> <li>• Employ a teacher's aide for 2 days a week to tutor individual targeted at risk and Norta Norta students.</li> <li>• Local Elder or Aboriginal community member to run workshops during NAIDOC Week.</li> <li>• Parental involvement in AECG and Aboriginal Education meetings.</li> <li>• Host an Aboriginal Fete during NAIDOC Week and invite Aboriginal Community organisations</li> </ul> | → |  |  |  | Ab'l Ed Leader<br>Ab'l Ed<br>committee<br>Teachers | \$3000<br><br><br>\$11,856.24<br><br>\$3 000=<br>Norta Norta<br>funding)                           | 422-790<br>Tied Ab Ed<br>resources<br><br>422-700<br>Tied Ab Ed<br>SLSO<br>422-792<br>Tied Ab Ed          |

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |          |          |          |                                       |                                                                                                            |                                                                                                                  |
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| <p>Improve the teaching of Aboriginal perspectives across the curriculum.</p>                      | <ul style="list-style-type: none"> <li>• Consider Aboriginal perspectives across the curriculum. Focus on Identity strand in HSIE</li> <li>• Brief and provide teachers with explicit examples of teaching and learning content descriptors across the KLAS.</li> <li>• Create an Aboriginal hip hop dance group.</li> <li>• Embed Aboriginal language into class programs. Employ an Aboriginal tutor to deliver 1 day a week.</li> <li>• Embed the Acknowledgement of Country into all meetings within the school.</li> <li>• Participate in Aboriginal culture excursions and incursions.</li> </ul> | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Ab'l Ed Leader Teachers</p>        | <p>\$1672<br/>4 casual Days</p> <p>\$6022.8<br/>Aboriginal Language tutor</p> <p>\$2000<br/>Excursions</p> | <p>422-690<br/>Tied Ab Ed Cas Sal</p> <p>422-700<br/>Tied Ab Ed SLSO</p> <p>422-790<br/>Tied Ab Ed resources</p> |
| <p>Attendance improvement</p>                                                                      | <ul style="list-style-type: none"> <li>• Link this to PLPs</li> <li>• Meet with students in Term 1 and discuss what interests them in general and in regards to Aboriginal Education. Ask them what they would like to see changed in the school in regards to this.</li> <li>• Monitoring of attendance.</li> <li>• Monitor Suspension rates.</li> <li>• Identify additional leadership opportunities for Aboriginal students e.g. running the Reconciliation Assembly, Maths Deadlys and running Indij games</li> </ul>                                                                               | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Ab'l Ed Leader Attendance team</p> |                                                                                                            |                                                                                                                  |
| <p>Increase CPPS participation in regional, state and national Aboriginal Education community.</p> | <ul style="list-style-type: none"> <li>• Discuss 2014 Aboriginal Education programs at Aboriginal Studies Australia conference, LEAP conference and Dare to Lead conferences.</li> <li>• Visit schools within the Penrith region and discuss Aboriginal Education initiatives and successes. Analyse and discuss with staff if these could be implemented at CPPS.</li> </ul>                                                                                                                                                                                                                           | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Ab'l Ed Leader</p>                 | <p>2 casual Days<br/>\$840<br/>\$900</p>                                                                   | <p>422-690<br/>Tied Ab Ed Cas Sal<br/>422-250<br/>Course fees</p>                                                |
| <p>Celebration of National Days</p>                                                                | <ul style="list-style-type: none"> <li>• Harmony Day</li> <li>• Participation in NAIDOC Cup</li> <li>• Celebrate NAIDOC and National Sorry Day.</li> <li>• NAIDOC Performance \$4/child</li> <li>• Reconciliation Day</li> <li>• Investigate imbedding the 8 ways of learning. Paint murals relating to this.</li> </ul>                                                                                                                                                                                                                                                                                | <p>→</p> | <p>→</p> | <p>→</p> | <p>→</p> | <p>Ab'l Ed Leader Teachers</p>        | <p>\$6021 (Harmony Day)<br/>\$1000<br/>\$1868 (NAIDOC Performance)</p> <p>\$8889 (total)</p>               | <p>422-790<br/>Tied Ab Ed Resources</p>                                                                          |

# Administration



**Cambridge Park Public School Plan 2014**

**School Priority Area: Administration**

**Program: Admin & Office**

**Program Leader: Zinnia Williams**

**Intended Outcomes:** To coordinate the general administration supplies required for the school to perform effectively

**Total Budget: \$45,660**

| Indicators                                                        | Strategies                                                                                                                                                                                     | Time Frame |    |    |    | Responsibility  | Resource Allocation & Funding source |            |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-----------------|--------------------------------------|------------|
|                                                                   |                                                                                                                                                                                                | T1         | T2 | T3 | T4 | Personnel       | Cost                                 | Dissection |
| To organise office supplies for the office area.                  | <ul style="list-style-type: none"> <li>Pay for purchases as requested.</li> <li>Purchase all items required for successful operation.</li> </ul>                                               | —          | —  | —  | →  | SAO             | \$1500-00                            | 480-590    |
| To cater for the needs of visitors throughout the year.           | <ul style="list-style-type: none"> <li>Provide special morning/ afternoon tea for guests to the school.</li> </ul>                                                                             | —          | —  | —  | →  | Event Organisor | \$400-00                             | 480-550    |
| To meet the motor vehicle claims of the General Assistant         | <ul style="list-style-type: none"> <li>Pay accounts as rendered monthly.</li> </ul>                                                                                                            | —          | —  | —  | →  | GA              | \$100-00                             | 480-580    |
| To provide amenities for the staffroom as required.               | <ul style="list-style-type: none"> <li>Pay for purchases as requested.</li> </ul>                                                                                                              | —          | —  | —  | →  | SAO             | \$300-00                             | 480-592    |
| To purchase print room supplies                                   | <ul style="list-style-type: none"> <li>Purchase all items required for successful operation.</li> </ul>                                                                                        | —          | —  | —  | →  | SAO             | \$1000-00                            | 480-650    |
| To cater to the first aid need of students in the sick bay.       | <ul style="list-style-type: none"> <li>Order supplies as required within DEC guidelines inc epipens &amp; disposable asthma puffers, Reaccredit first aid officers, ambulance cover</li> </ul> | —          | —  | —  | →  | SAO             | \$1500-00                            | 480-680    |
| To provide hygiene items such as cleaning supplies/ toilet paper. | <ul style="list-style-type: none"> <li>Order supplies as needed</li> </ul>                                                                                                                     | —          | —  | —  | →  | SAO             | \$1900-00                            | 480-110    |
| To engage security guard to bank school funds                     | <ul style="list-style-type: none"> <li>Pay for Security Banking as required</li> </ul>                                                                                                         | —          | —  | —  | →  | SAM             | \$5500-00                            | 480-761    |
| To provide for casual relief as required for office               | <ul style="list-style-type: none"> <li>Pay for casual administrative relief during LMBR Launch plus oncosts</li> </ul>                                                                         |            | →  |    |    | SAM             | \$10200.00                           | 480-701    |
| To cover copy costs associated with photocopiers as per contracts | <ul style="list-style-type: none"> <li>Pay accounts as indicated by copier readings on machine.</li> </ul>                                                                                     | —          | —  | —  | →  | SAM             | \$14500-00                           | 480-670    |
| To cover bank charges and fees                                    | <ul style="list-style-type: none"> <li>Pay for Banking charges as required</li> </ul>                                                                                                          | —          | —  | —  | →  | SAM             | \$1000-00                            | 480-030    |
| provide for SASS for Rolls                                        | <ul style="list-style-type: none"> <li>Pay for casual administrative relief 1 day per week plus oncosts</li> </ul>                                                                             | —          | —  | —  | →  | SAM             | \$8640.00                            | 480-701    |
| Provide copy for classroom & admin                                | <ul style="list-style-type: none"> <li>Purchase as required</li> </ul>                                                                                                                         | —          | —  | —  | →  | SAO             | \$5000.00                            | 164-660    |
| provide for SASS for WH&S                                         | <ul style="list-style-type: none"> <li>Pay for casual administrative relief ½ day per week plus oncosts</li> </ul>                                                                             | —          | —  | —  | →  | SAM             | \$4320.0-00                          | 480-701    |

**Cambridge Park Public School Plan 2014**

**School Priority Area:** Administration

**Program:** Utilities

**Program Leader:** Zinnia Williams

**Intended Outcomes:** To coordinate the general utilities required for the school to perform effectively.

**Total Budget: \$60150**

| Indicators                                                                                                | Strategies                                                                                                  | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |         |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|---------|
|                                                                                                           |                                                                                                             | T1         | T2 | T3 | T4 |                | Personnel                            | Cost    |
| To coordinate the general utilities required for the school to perform effectively.<br><br>These include: |                                                                                                             |            |    |    |    |                |                                      |         |
| Electricity                                                                                               | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$35000.00                           | 487-310 |
| Gas                                                                                                       | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$500.00                             | 487-520 |
| Postage                                                                                                   | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$2100.00                            | 487-740 |
| Telephone                                                                                                 | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> <li>Red Oxygen</li> </ul> |            |    |    | →  | SAM            | \$4900                               | 487-800 |
| Waste Disposal                                                                                            | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$7100.00                            | 487-920 |
| Sanitary Waste                                                                                            | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$550.00                             | 487-921 |
| Water and Sewerage                                                                                        | <ul style="list-style-type: none"> <li>Pay for supplied services as invoiced</li> </ul>                     |            |    |    | →  | SAM            | \$10000.00                           | 487-930 |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Administration

**Program:** Building & Ground Maintenance

**Program Leader:** Zinnia Williams

**Intended Outcomes:** Safe, Secure and aesthetically pleasing learning environment maintained

Total Budget: \$11700

| Indicators                      | Strategies | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |            |
|---------------------------------|------------|------------|----|----|----|----------------|--------------------------------------|------------|
|                                 |            | T1         | T2 | T3 | T4 | Personnel      | Cost                                 | Dissection |
| Buildings Maintained            |            | →          |    |    | →  | GA             | \$6000.00                            | 481-570    |
| Grounds maintained              |            | →          |    |    | →  | GA             | \$5000                               | 483-570    |
| Purchase of Petrol & Oil        |            | →          |    |    | →  | GA             | \$500-00                             | 483-610    |
| Supply of work boots & clothing |            | →          |    |    |    | GA             | \$200-00                             | 483-570    |

# **Extra-Curriculum Programs**

## Cambridge Park Public School Plan 2014

**School Priority Area:** Student engagement

**Program:** Dance

**Program Leader:** Jutta Senkbeil

**Total Budget: \$5400:** \$2250 Global Dance; TPL \$650;\$2500 RAM

| Indicators                                                                                                                               | Strategies                                                                                                                                                                                                                                                                                | Time Frame |    |    |    | Responsibility                            | Resource Allocation & Funding source |                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------|
|                                                                                                                                          |                                                                                                                                                                                                                                                                                           | T1         | T2 | T3 | T4 | Personnel                                 | Cost                                 | Dissection                                                                                               |
| For children to learn and perform a dance routine in a variety of settings.<br>This refers to both educational and within the community. | <ul style="list-style-type: none"> <li>The children will meet with their dance teachers every week to learn their routines.</li> <li>There will be two dance groups this year.</li> <li>One will be children from yrs 2-4</li> <li>One will be children from yrs 4-6</li> </ul>           | →          |    |    |    | Dance teachers<br>Dance co-ord            | Nil                                  |                                                                                                          |
|                                                                                                                                          | <ul style="list-style-type: none"> <li>There are two teachers assigned to each dance group as each dance group consists of 36 children.</li> <li>The snr dance group will also be involved in the choreography of their dance. This will give them ownership of their routine.</li> </ul> | →          |    |    |    | Dance teachers<br>Dance co-ord            | Nil                                  |                                                                                                          |
| Cheryl...remember there was approx. \$1400.00 in my budget from last year set aside for my shipping container.                           | <ul style="list-style-type: none"> <li>Parents will be involved in the making of the costumes along with the dance teachers.</li> <li>Each dance group will be responsible to make their costume age/stage appropriate</li> </ul>                                                         | →          |    |    |    | Parents<br>Dance teachers<br>Dance co-ord | \$2000                               | 141-105<br>Global dance                                                                                  |
|                                                                                                                                          | <ul style="list-style-type: none"> <li>Additional support is asked for in the form of the dance teachers participating in a choreography workshop.</li> <li>Release days to attend workshop, matinees, rehearsals and performances.</li> </ul>                                            | →          |    |    |    | Dance teachers<br>Dance co-ord            | \$150<br><br>\$500                   | 464-250<br>TPL Career<br>Devel course<br>fees<br>464-260<br>TPL Career<br>teach relief<br>414-690<br>RAM |
|                                                                                                                                          | <ul style="list-style-type: none"> <li>Printing costs of notes.</li> <li>Official photos from Joan Sutherland.</li> <li>Printing and laminating of certificates</li> </ul>                                                                                                                | →          |    |    |    | Dance teachers<br>Dance co-ord            | \$100<br>\$100<br>\$50               | 141-105<br>Global dance                                                                                  |

## Cambridge Park Public School Plan 2014

### School Priority Area: Creative Arts/Choir

**Program:** Choir

**Intended Outcomes:** To provide extra curricular activities in Creative Arts.

**Target/s:** Increase student engagement in Creative Arts.

Extend learning opportunities for students across communities of schools.

Promote community involvement between students, teachers and local community through participation in local events.

**Program Leader:** T.Lodge

**Total Budget: \$2200;** \$1000 141-690; \$1200 141-106

| Indicators                                                                                           | Strategies                                                                                                                                                                                                                                                                                                                                                     | Time Frame |    |    |    | Responsibility          | Resource Allocation & Funding source |                                   |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------|--------------------------------------|-----------------------------------|
|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                | T1         | T2 | T3 | T4 |                         | Cost                                 | Dissection                        |
| Children will attend weekly Choir sessions every Tues at recess.                                     | <ul style="list-style-type: none"> <li>At recess in Room 12.</li> <li>Names will be marked at each session.</li> </ul>                                                                                                                                                                                                                                         | →          |    |    |    | T.Lodge<br>C. Hunt      | Nil                                  |                                   |
| Children will learn songs for school events and festivals.                                           | <ul style="list-style-type: none"> <li>Students will be placed in Soprano and Alto to highlight their skills and will be included in all performances at school events and festivals.</li> </ul>                                                                                                                                                               | →          |    |    |    | T.Lodge<br>C.Hunt       | Nil                                  |                                   |
| Children will perform at various local festivals and at school in front of their peers and teachers. | <ul style="list-style-type: none"> <li>Children will need to be bused to venues in Term 2                             <ul style="list-style-type: none"> <li>Joan Sutherland dress rehearsal</li> <li>Joan Sutherland matinee</li> </ul> </li> <li>For the C.L.C.P.A.F we will be walking to the venue for both the dress rehearsal and the matinee</li> </ul> |            | →  |    |    | T.Lodge<br>C.Hunt       | \$500<br><br>Nil                     | 141-106<br>Global CAPA<br>Choir   |
|                                                                                                      | <ul style="list-style-type: none"> <li>Release 2 x teachers for 3 x days for the auditions, dress rehearsals, matinees and practice sessions</li> </ul>                                                                                                                                                                                                        | →          |    |    |    | T.Lodge<br>C. Hunt      | \$1,000                              | 141-690<br>Global CAPA<br>Cas Sal |
|                                                                                                      | <ul style="list-style-type: none"> <li>Paper for notes (pink), toner and laminating of choir certificates</li> <li>CDs for student practice and performances</li> </ul>                                                                                                                                                                                        | →          |    |    |    | T.Lodge<br>Office admin | \$100                                | 141-106<br>Global CAPA<br>Choir   |
|                                                                                                      | <ul style="list-style-type: none"> <li>Costuming – co-ordinator will use some of the old costumes/props from dance stores wherever possible.</li> </ul>                                                                                                                                                                                                        | →          |    |    |    | T.Lodge                 | \$600                                | 141-106<br>Global CAPA<br>Choir   |

## Cambridge Park Public School Management Plan 2014

**School Priority Area:** School Beautification

**Program Leader:** Lorna MacKinnon


**Intended Outcomes:** To provide a beautiful school environment.  
To educate and encourage the students to care for their environment.

**Total Budget:** \$10,250

| Indicators                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Time Frame |    |                             |    | Responsibility               | Resource Allocation & Funding source |                                                      |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|-----------------------------|----|------------------------------|--------------------------------------|------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | T1         | T2 | T3                          | T4 |                              | Cost                                 | Dissection                                           |
| Improve the appearance of CPPS. | <ul style="list-style-type: none"> <li>• Renovate second garden in eastern quadrangle.</li> <li>• Purchase plants for the gardens in the eastern quadrangle.</li> <li>• Purchase plants for the native garden around library.</li> <li>• Purchase plants for sensory garden.</li> <li>• Purchase agapanthus to complete front fence line.</li> <li>• Purchase native plants to replace trees/shrubs in back playground.</li> <li>• Train bougainvillea over trellis to create entrance for future entertainment area outside hall.</li> <li>• Purchase pots and plants for outdoor classroom/gathering area at the end of the driveway.</li> <li>• Organise laying of concrete slab and construction of gazebo.</li> <br/> <li>• Purchase fertiliser, soil and manure.</li> <br/> <li>• Gardening Club – Mrs Abbas</li> <li>• Newsletter article looking for volunteers to assist gardening club.</li> <li>• Organise Sita clean away.</li> <li>• Organise Sita school visit to educate children to introduce further recycling at CPPS.</li> <li>• Further organise recycling at school.</li> <li>• (new paper recycling boxes for classrooms/ bins for cans/ compost etc)</li> <li>• Organise worm farm/compost.</li> </ul> |            |    | →                           |    | Personnel                    | Cost                                 | Dissection                                           |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Wendy                        | \$500                                | 483-571<br>Global Grounds<br>beautification<br><br>↓ |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Lorna/Wendy                  | \$500                                |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Amy/Lorna                    | \$1,000                              |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Michael/Prue                 | \$1,000                              |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Denise/Lorna                 | \$300                                |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Amy/Chris/Janice/<br>/Lorna  | \$1,000                              |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Denise/Lorna                 | \$500                                |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Zinnia                       | \$500                                |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Zinnia/Peter                 | \$1500                               |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Peter/Wendy                  | \$500                                |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Chris/Janice<br>Chris/Janice |                                      |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    |                             |    | Zinnia<br>Lorna              |                                      |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    | Chris/Lorna/Prue<br>/Zinnia |    |                              |                                      |                                                      |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    | Chris                       |    |                              |                                      |                                                      |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |  |  |  |                                                                           |                                                |                                                      |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|---------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------|
| Provide gardening equipment.                      | <ul style="list-style-type: none"> <li>• Purchase and fit hose for water tank.</li> <li>• Purchase hose for between Eastern toilets.</li> <li>• Purchase hose to irrigate vegetable garden.</li> <li>• Purchase and installation of garden shed to store gardening equipment for class use near vegetable gardens.</li> <li>• (Key to be kept in the library)</li> <li>• Purchase of bins (compost/cans etc)</li> </ul> | → |  |  |  | Peter<br>Peter<br>Peter<br><br>Chris/Janice<br><br>Chris/Lorna/<br>Zinnia | \$50<br>\$50<br>\$50<br><br>\$300<br><br>\$500 | 483-571<br>Global Grounds<br>beautification<br><br>↓ |
| Create an orchard<br>Maintain vegetable gardens   | <ul style="list-style-type: none"> <li>• Purchase fruit trees and plant to create an orchard.</li> <li>• Purchase seeds/seedlings for vegetable gardens.</li> </ul>                                                                                                                                                                                                                                                     | → |  |  |  | Chris/Janice/<br>Lorna                                                    | \$500<br>\$100                                 |                                                      |
| Replace/Supply new plaques<br>for Memorial Garden | <ul style="list-style-type: none"> <li>• Purchase, engrave and position plaques in memorial garden.</li> </ul>                                                                                                                                                                                                                                                                                                          | → |  |  |  | Chris/Wendy                                                               | \$100                                          |                                                      |
| Create signage                                    | <ul style="list-style-type: none"> <li>• Purchase and install signage for school and preschool.</li> </ul>                                                                                                                                                                                                                                                                                                              | → |  |  |  | Jane/Wendy                                                                | \$1,000                                        | ↓                                                    |



|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                    |  |  |  |                                                                                           |                                                                      |  |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|
| <p>Improve infrastructure/grounds</p> | <p>Cover path between library and eastern path near boy's toilet.</p> <p>Provide four more table settings under shade cloth at the end of central driveway for outdoor classroom.</p> <p>Replace missing shade cloth in eastern quad.</p> <p>Complete removal of dead trees in the back playground.</p> <p>Stump grinding of removed tree trunks.</p><br><p>Goals for 2015:</p> <p>Remodel fort/ build sandpit and cover with shade cloth.</p> <p>Pave or cement grass area outside hall to create formal courtyard for entertaining.</p> <p>Improve irrigation systems and purchase more water tanks.</p> |  |  |  |  | <p>Jane/Wendy/<br/>Peter<br/>Cheryl</p> <p>Cheryl/Zinnia<br/>Cheryl/Zinnia<br/>Zinnia</p> | <p>\$300</p> <p>P&amp;C<br/>finance<br/>Warranty<br/>TBA<br/>TBA</p> |  |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|

## Cambridge Park Public School Plan 2014

School Priority Area: PDHPE

Program: Curriculum

Program Leader: Julie Richards

**Intended Outcomes:**

**Effective Implementation of priority area through the provision of resources**

**Total Budget: \$6581:** PSC C/- 2013 \$2181; PSC Grant \$1600 2014 ; PDHPE Global \$1000; \$800 RAM; TPL Welfare \$1000

| Indicators                                                                                                     | Strategies                                                                                                                       | Time Frame |    |    |    | Responsibility                 | Resource Allocation & Funding source |                                                      |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|--------------------------------|--------------------------------------|------------------------------------------------------|
|                                                                                                                |                                                                                                                                  | T1         | T2 | T3 | T4 |                                | Personnel                            | Cost                                                 |
| Implementation EStg1-Stg3<br>PDHPE<br>Equipment –Lunch, Recess                                                 | Purchase equipment for all stages - use PSC funds                                                                                | →          | →  |    |    | Coordinator                    | \$1000                               | 441-001<br>PSC Equip                                 |
|                                                                                                                | In servicing of staff in areas of need in each stage                                                                             |            |    |    | →  | Staff                          | \$500                                | 441-090<br>PSC Course fees<br>465-260<br>TPL Welfare |
| Continue Learn to Swim                                                                                         | Levy Students                                                                                                                    | →          | →  | →  |    | Coordinator                    | \$300                                | 341-002<br>PSSA Levy                                 |
|                                                                                                                | Implement Swim School 2-6                                                                                                        |            |    | →  |    | Coordinator                    | Internal<br>arrangements             |                                                      |
| Develop Stg3Water Safety                                                                                       | Conduct a water safety course for stage 3 students (subsidised by PSC)                                                           | →          |    |    |    | Swim school<br>coordinator     | \$1800                               | 441-090<br>PSC Course fees                           |
| Improved physical fitness for<br>stage 2 & 3 students<br>Improved skills & knowledge for<br>teachers           | Use Panthers on the Prowl to provide weekly fitness and lifestyle<br>lessons to students in Stage 2 & 3                          | →          |    |    |    | Natasha Spry<br>Class teachers |                                      |                                                      |
| Maintain Basketball Facil<br>Maintain Netball rings and<br>posts in eastern playground<br>Mark areas for sport | Paint and Repair backboards( PSC roll over from 2013)<br>Replace Rings and Paint Posts<br>Provide guide lines for Football,Touch |            | →  |    |    | Coordinator &<br>GA            | \$400                                | 441-001<br>PSC Equip                                 |
| Implementation of Drug<br>Educ. and Child Protection,<br>maintain resources                                    | Purchase new resources where necessary                                                                                           | →          |    | →  |    | Coordinator &<br>CTs           | \$200                                | 151-790<br>PDHPE Global                              |
| Reinforce Safe Sun Practices                                                                                   | Purchase posters                                                                                                                 | →          |    |    |    | PDHPE Team                     | \$100                                | 151-790<br>PDHPE Global                              |

|                                                        |                                                                                                                 |   |  |  |                            |                |                                                    |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|--|--|----------------------------|----------------|----------------------------------------------------|
| And road safety<br>Maintain resources for<br>Carnivals | Purchase stickers and ribbons for Estg1-Stg1,Stg2-3<br>Carnivals ,Donation: use of Werrington L Athletics field | → |  |  | Coordinator<br>Coordinator | \$300<br>\$300 | 151-790<br>PDHPE Global<br>151-790<br>PDHPE Global |
| Provide Resource Data                                  | Inventory of available resources- 2days                                                                         | → |  |  | Coordinator                | \$800          | 414-690<br>RAM                                     |
| Purchase crates etc-                                   | Secure equipment in organised manner                                                                            | → |  |  | Coordinator                | \$200          | 441-001<br>PSC Equip                               |
| Pay PSSA fees                                          | Zone for STG2 /STG3 (see PSSA minutes Nov 2013)<br><i>NB</i> Sydney west ( direct from school account)          | → |  |  |                            | \$300          | 341-002<br>PSSA Levy                               |

## Cambridge Park Public School Plan 2014

**School Priority Area:** Student Engagement and Attainment

**Program:** Science

**Program Leader:** Graeme Potter/Chris Jobson

**Intended Outcomes:** To provide staff with appropriate skills and resources to deliver quality teaching and learning in Science to our students.

**Target/s:** Increase student engagement with science using the new syllabus.  
Increase staff awareness of new science curriculum to be implemented in 2016.

**Overall Total: \$4266.26** : Global Science \$2242.5; TPL \$1327; Cross Curriculum Equipment \$696.76

| Indicators                                                                                                                                                                                                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|-----------------------------|
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | T1         | T2 | T3 | T4 |                | Cost                                 | Dissection                  |
| Implementation and delivery of science lessons using the new syllabus<br><br>Teacher program shows evidence of student engagement<br><br>Student achievements in science effectively reported to parents and carers | <ul style="list-style-type: none"> <li>Provide 1hr lessons weekly to classes rostered on for release from face to face teaching.</li> <li>Other classes will have the flexibility to book into the science lab in various time slots and have access to the resources.</li> <li>Attend the Professional Learning Program for the Primary Connections linking science with literacy 20<sup>th</sup> and 21<sup>st</sup> March 2014.</li> <li>Provide release for two days for attendance at inservice.</li> <li>Provide comments to classroom teachers about student achievement and progress to be included in half yearly and yearly reports.</li> </ul> | →          |    |    | →  | C Jobson       |                                      |                             |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |    |    | →  | All staff      | NIL                                  |                             |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | →          |    |    |    | C Jobson       | \$627.00                             | 462-250<br>TPL QT           |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | →          |    |    |    | G Potter       | \$700.00                             | 462-260<br>TPL QT           |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |    |    | →  | C Jobson       | NIL                                  |                             |
| Initial set up of dedicated science room                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Purchase new Primary Connections units to use in delivering quality learning experiences.</li> <li>Purchase four notice boards 1800 x 900 for displays of student work and curriculum materials.</li> <li>Ongoing costs associated with the delivery of the science units such as experiments that are used by multiple classes.</li> </ul>                                                                                                                                                                                                                                                                        | →          |    |    |    | C Jobson       | \$742.50                             | 121-790<br>Science Global   |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | →          |    |    |    |                | \$696.76                             | 165-320<br>Cross Curr Equip |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |    |    | →  |                | \$1500.00                            | 121-790<br>Science Global   |

# Stage Budgets

Cambridge Park Public School Plan 2014

School Priority Area: **Preschool**

Program: **Preschool**

Program Leader: **Janice Clack**

Intended Outcomes: To ensure that we are in line with all National Quality Standards

Total Budget: **\$30880** : \$7400 Global Pre-school; \$19000 RAM; \$2480 National Quality Framework c/- 2013; \$2000 TPL

| Indicators                                                                                                                                                               | Strategies                                                                                                                                                                                                                                                                            | Time Frame |    |    |    | Responsibility                  | Resource Allocation & Funding source |                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|---------------------------------|--------------------------------------|-------------------------------|
|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                       | T1         | T2 | T3 | T4 |                                 | Personnel                            | Cost                          |
| Ongoing upgrade of teaching aids and expendable resources.                                                                                                               | To consider necessities for general replacements including Det buy order, puzzles, manipulative toys, smaller outdoor equipment and EYLF teaching aides                                                                                                                               |            |    |    | →  | Preschool Staff                 | \$7000                               | 162-790<br>Global Pre-school  |
| To enable sustainability and a safe outdoor program as per NQS requirements                                                                                              | To top up sandpit/disinfect sand, maintain a worm farm/ compost and build and maintain vegetable gardens.<br>To install a fence to prevent supervision blind spot next to the outdoor shed and to install required shade cloth.                                                       |            |    |    | →  | Preschool Staff                 | \$10000                              | 414-790<br>RAM                |
| To supply the preschool with blinds to meet OHS lockdown and NQS requirements                                                                                            | Obtain three quotes for blinds and installation                                                                                                                                                                                                                                       |            |    |    | →  | Preschool staff                 | \$2500                               | 414-790<br>RAM                |
| Encourage community involvement by providing hospitality to parents assisting in the preschool and encouraging family and community participation for special occasions. | Include parents/caregivers by providing consumables such as fruit juice, snacks, and food for special occasions such as morning teas for Mother's day, Father's day and providing refreshments for working bees. To provide sandwiches for those children in need of lunch/breakfast. |            |    |    | →  | Preschool Staff                 | \$400                                | 162-790<br>Global Pre-school  |
| To maintain/update QIP.                                                                                                                                                  | To provide planning days in relation to the QIP, and National Quality Standards. Two planning days per semester per permanent teacher.                                                                                                                                                |            |    |    | →  | Janice Clack<br>Preschool Staff | \$2480                               | 415-690<br>Nat Qual Framework |
|                                                                                                                                                                          | To add adult hand washing facilities to each classroom, dishwasher and update hot/cold mixer.                                                                                                                                                                                         |            |    |    |    | Janice Clack<br>Preschool Staff | \$2000                               | 414-790<br>RAM                |
| To supply the preschool with internet Ipad applications, interactive white Board, and ink for the Photocopier.                                                           | Consultation with the Computer Coordinator regarding IT implementation. If unable to network we will require wi-fi to maintain daily printing of day books and observations keeping in line with NQS. To install interactive white board.                                             |            | →  |    |    | Preschool staff<br>Natasha Spry | \$1500                               | 414-790<br>RAM                |
| To install a gate and front door intercom system.                                                                                                                        | Obtain three quotes for the intercom system/installation                                                                                                                                                                                                                              |            | →  |    |    | Preschool staff                 | \$3000                               | 414-790<br>RAM                |
| To continue professional development of Teachers and SLSO'S                                                                                                              | To continue updating professional development of Teachers and SLSO'S at conferences, collegial preschool network/ SEG meetings.                                                                                                                                                       |            |    |    | →  | Preschool staff                 | \$2000                               | 462-260                       |

## Cambridge Park Public Support Unit Plan 2014

**School Priority Area:** Support Unit

**Program:** Special Education

**Program Leader:** Jane Wade

**Intended Outcomes:** To improve the educational outcomes for all students enrolled in support unit classes

**Total Budget \$8189:** \$1525 Global 164-134; \$900 Tied funds 431-795; Integration c/- 2013 \$3264; \$2500 RAM 414-790

| Indicators                                                                                                  | Time Frame |    |    |    | Strategies                                                                                                                                                                          | Responsibility                 | Resource Allocation & Funding source |                             |
|-------------------------------------------------------------------------------------------------------------|------------|----|----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------|-----------------------------|
|                                                                                                             | T1         | T2 | T3 | T4 |                                                                                                                                                                                     |                                | Cost                                 | Dissection                  |
| Provide classroom supplies for teachers and students                                                        |            |    |    | →  | Purchase general teaching supplies such as books, pencils, glue sticks, paints etc                                                                                                  | Classroom teachers/ AP Support | \$15 per child (\$525)               | 164-134<br>Global Classroom |
| Provide specialist teaching resources as required to implement IEP objectives                               |            |    |    | →  | Purchase special ed specific resources and supplies as required through literacy/numeracy/social skills assessment and IEP development <b><u>(TIED FUNDS – SEPARATE BUDGET)</u></b> | Classroom teachers/ AP Support | \$300 per class (\$900 total)        | 431-795<br>Tied Special Ed  |
| Provide stimulating enclosed play environment for support unit students                                     |            |    |    | →  | Purchase stimulating equipment required in enclosed play area for students to achieve social skills goals in safe environment                                                       | Jane/Deepa                     | \$1000                               | 164-134<br>Global Classroom |
| Provide SLSO support to students transitioning to high school                                               |            |    |    | →  | Employ SLSO to support Yr 6 students with transition programs to high school in term 4                                                                                              | Jane                           | 2x \$209<br>Total =\$418.25          | 456-011<br>Integration      |
| Provide additional SLSO support to support student needs (behaviour/medical etc) while attending excursions |            |    |    | →  | Employ additional SLSO as needed to provide support to students while on excursions                                                                                                 | Jane                           | 2x \$209<br>Total =\$418.25          | 456-011<br>Integration      |

|                                                                                                   |  |  |  |  |                                                                                                                                                                                                                                                                               |                                                  |                                     |                                   |
|---------------------------------------------------------------------------------------------------|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------|-----------------------------------|
| Review student placement and progress in support classes annually                                 |  |  |  |  | Review student placement in support class annually as required by DEC. Class teacher, AP Support, school counsellor and Student Services Coordinator to attend. Casual teacher required (1 per day for 3 days of review meetings)                                             | Classroom teachers/ AP Support/School Counsellor | 3 days @ \$350 plus on-costs \$1255 | 456-011 Integration               |
| Review student enrolment in support unit as vacancies arise                                       |  |  |  |  | AP Support to attend Placement Panel Meetings for support unit vacancies and 2015 Placements (2x per term – attendance as needed)                                                                                                                                             | Jane/Cheryl                                      |                                     |                                   |
| Participation in Positive Partnerships Support Unit Mentoring program                             |  |  |  |  | Implementation of Positive Partnerships Program and Support Unit Mentoring to increase Staff understanding, skills and expertise in Working with students with disabilities including ASD in mainstream and support classes. AP Support off class 1 day per week to implement | Jane                                             | 1 day per week                      | .2 STLA allocation billed to CPHS |
| Provide ICT resources to support additional communication/learning needs of support unit students |  |  |  |  | Purchase iPads, iPad accessories and iTunes Cards for apps                                                                                                                                                                                                                    | Jane / support unit teachers                     | \$2500                              | 414-790 RAM                       |
| Complete teacher accreditation (Melissa Hansen)                                                   |  |  |  |  | New scheme teacher released to collect and Annotate evidence for accreditation (2 days)                                                                                                                                                                                       | Jane/Melissa/Ashley                              | \$836.50                            | 456-011 Integration               |



### Cambridge Park Public School Management Plan 2014

**School Priority Area:** Resources Early Stage 1  
**Total Budget:** \$3,550

**Program Leader:** Lorna MacKinnon

| Indicators                                           | Strategies                                                                                                                                                  | Time Frame |    |    |    | Responsibility                 | Resource Allocation & Funding source     |                                |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|--------------------------------|------------------------------------------|--------------------------------|
|                                                      |                                                                                                                                                             | T1         | T2 | T3 | T4 |                                | Cost                                     | Dissection                     |
| Provide equipment for L3.                            | Magnetic Letters for Mrs Bell and Mrs Blunden<br>White Board Markers for all Kindergarten classes<br>Fishing tackle boxes for storage of magnetic letters.. | →          |    |    |    | Derris/Lorna<br>Lorna<br>Lorna | \$200<br>\$150<br>\$20                   | 164-130<br>Global<br>Classroom |
| Renovate classroom equipment for developmental play  | Renovate original play corner equipment.<br>(Store excess equipment for fourth kindergarten class if needed.)                                               | →          | →  |    |    | Lorna                          | \$300                                    | 164-130<br>Global<br>Classroom |
| Provide equipment for developmental play             | Purchase new puzzles, dolls, dolls clothes, play money, dress up clothes, car mat and cars.                                                                 | →          | →  |    |    | ES1                            | \$750                                    | 164-130<br>Global<br>Classroom |
|                                                      | Purchase water trough, plastic aprons and water play equipment.<br>(If previous items can't be found.)                                                      | →          | →  |    |    | Lorna                          | \$250                                    | 164-130<br>Global<br>Classroom |
| Provide classroom supplies for teachers and students | Purchase general teaching supplies such as books, pencils, glue sticks, paints etc                                                                          |            |    |    | →  |                                | \$20 per child<br>64 children<br>\$1,280 | 164-130<br>Global<br>Classroom |

| Indicators                                                                                                                  | Strategies                                                                                                                                                                                                                                                                                                                                             | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |                             |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|-----------------------------|
|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                        | T1         | T2 | T3 | T4 |                | Cost                                 | Dissection                  |
| Provide a classroom budget teachers can access to provide equipment to support L3 work stations and other class activities. | Allow teachers access to \$200 each to buy incidental items like stationary (textas, paper, envelopes, pens) for their 'class office', cooking ingredients, science equipment like seeds, soil or seedlings, novel art and craft supplies like paper plates and cups, costumes and other incidentals purchased for class items like hats stickers etc. |            |    |    |    | ES1 teachers   | \$600                                | 164-130<br>Global Classroom |
| Provide levelled home readers.                                                                                              | Purchase levelled home readers to replaced lost/damaged books and supplement classroom home reading boxes with additional levels. Look at ways to reduce losses i.e. notes home to parents as reminders for lost home readers, token payment requested for parents to pay to replace lost home readers, accessioning home readers through the library. |            |    |    |    | Derris/Lorna   | Cost embedded in Literacy budget     |                             |

## Cambridge Park Public School Plan 2014

**Program:** Resources Stage 1

**Program Leader:** Derris Devitt

**Intended Outcomes:** To allow students to achieve learning outcomes in all Key Learning Areas

**Total Budget:** \$6094.02: \$3594.02 Global S1 resources; \$2500 RAM

| Indicators                                                                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |                                     |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|-------------------------------------|
|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | T1         | T2 | T3 | T4 | Personnel      | Cost                                 | Dissection                          |
| Students have equipment and Material to begin and complete Work in their classroom. | Following are supplies to be ordered to allow teachers to begin teaching students<br>60 Glue sticks<br>120packs triangular grip coloured pencils<br>60 student scissors<br>60 paint brushes No. 8 long flat<br>60 paintbrushes No. 14 short hog hair bristle<br>60 packs of box of 10 school crayons, non toxic<br>60 permanent marker chisel fibre tip, Artline 90 black<br>20 sets of 12 watercolour paints Micador<br>150 Story book 48 page A4, 2/3 ruled 12mm, 1/3 plain.<br>18 packs 75g Blue Tack<br>100 packs Texta oil pastels regular 12 pack<br>140 triangular lead pencils HB<br>12 rolls of masking tape 18mm x 50m<br>12 boxes of permanent markers Artline 170 assorted colours<br>Bullet<br>40 packs of 4 whiteboard markers Staedtler 351 Bullet<br>200 Exercise notebook tudor 12mm, 250x 175, red single ruled, 64 pages<br>30 exercise notebook tudor salmon 32 pages unruled<br>6 packs matt squares 254mm x 254mm, assorted colours<br>6 packs gloss squares 254mm 360 pack<br>6 packs circles fluro, double sided, 120mm, 500 pack |            | →  |    |    | AP stage 1     |                                      | 164 – 131<br>Global S1<br>Classroom |
|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |    |    |    |                | \$2080.90                            |                                     |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |   |            |            |                                     |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|---|------------|------------|-------------------------------------|
| <p>Students continue to work<br/>In their classroom</p> | <p>Following are supplies to be ordered for students to continue to work efficiently in their classroom.<br/> 120 packs of coloured pencils ( see previous order)<br/> 150 story books, 48 page<br/> 140 triangular lead pencils HB<br/> 40 packs of a set of 4 whiteboard markers Staedtler 351 bullet<br/> Sets of exercise books for years 1 and 2.<br/> 6 packs matt coloured squares 254 x 254mm<br/> 6 packs gloss coloured squares 254 x 254mm<br/> 6 packs fluoro double sided circles 120mm<br/> 3 packs slimpick document walllets<br/> Extra resources needed by teachers</p> <p>Purchase ipads for Stage use</p> |  |  |  | → | AP stage 1 | \$ 1513.12 | 164 – 131<br>Global S1<br>Classroom |
|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |   |            | \$2500     | 414-790<br>RAM                      |

## Cambridge Park Public School Plan 2013

**Program: Stage 2**

**Program Leader: Natasha Spry**

**Intended Outcomes:** To improve student outcomes in all Key Learning Areas.

**Total Budget: \$3594**

| Indicators                                           | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |            |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|------------|
|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | T1         | T2 | T3 | T4 | Personnel      | Cost                                 | Dissection |
| Provide classroom supplies for teachers and students | <b>Semester One 2014</b><br>4 packs adhesive, 75g Blue Tack Reusable<br>120 glue sticks<br>8 x 100 tub of HB lead pencils<br>10 x 12 pack paintbrushes<br>4 x box of 12 assorted colours permanent markers, chisel fibre tip,<br>4 packs sheet protector, Office Elements, A4 Clear, Box 100<br>4 x 50 packs Document Folders<br>16 Wallets of 8 Whiteboard markers assorted colours<br>Highlighter wallet of 6 assorted colours<br>Drawing pins 8 x box of 100<br>Staples 8 x Box of 5000<br>Laminating pouches A4 4 x box of 100<br>Ball point pens blue 20<br>Ball point pens black 20<br>Protector sheets heavy duty 4 x box of 100<br>Notepad Adhesive 4 x pack of 5<br>Exercise books A4 8 mm ruled 120<br>Cartridge Paper A3 for art 4 reams<br>Fluid correction pens x 8<br>Botany exercise books 120<br>Primary Grid books 120<br>Small exercise books 120<br>2 x 2litre containers of Liquicryl paint, white | →          |    |    |    | Natasha        | \$1187.00                            | 164-132    |
|                                                      | <b>RIC New Wave Handwriting Software – New South Wales Foundation for the Interactive Whiteboard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | →          |    |    |    | Natasha        | 120.00                               | 164-132    |
|                                                      | <b>Semester Two 2014</b><br>Replenish supplies to all stage 2 classrooms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |    | →  |    | Natasha        | 1393.00                              | 164-732    |

## Cambridge Park Public School Plan 2014


**Program:** Stage 3

**Program Leader:** Leanne VanCuylenberg

**Intended Outcomes:** To allow students to achieve learning outcomes in all Key Learning Areas

**Total Budget:** \$3594.02

| Indicators                                                                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time Frame |    |    |    | Responsibility | Resource Allocation & Funding source |                                     |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|----|----------------|--------------------------------------|-------------------------------------|
|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | T1         | T2 | T3 | T4 | Personnel      | Cost                                 | Dissection                          |
| Students have equipment and Material to begin and complete Work in their classroom. | Following are supplies to be ordered to allow teachers to begin teaching students<br>80 Glue sticks<br>60 student scissors<br>60 paint brushes No. 8 long flat<br>60 paintbrushes No. 14 short hog hair bristle<br>60 packs of box of 10 school crayons, non toxic<br>60 permanent marker chisel fibre tip, Artline 90 black<br>20 sets of 12 watercolour paints Micador<br>160 96 page A4, ruled.<br>18 packs 75g Blue Tack<br>40 packs Texta oil pastels regular 12 pack<br>120 lead pencils HB<br>12 rolls of masking tape 18mm x 50m<br>12 rolls of clear sticky tape<br>120 highlighters of various colours<br>12 boxes of permanent markers Artline 170 assorted colours<br>Bullet<br>40 packs of 4 whiteboard markers Staedtler 351 Bullet<br>6 packs matt squares 254mm x 254mm, assorted colours<br>6 packs gloss squares 254mm 360 pack<br>6 packs circles fluoro, double sided, 120mm, 500 pack |            | →  |    |    | AP stage 3     |                                      | 164 – 133<br>Global S3<br>Classroom |
|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |    |    |    |                | \$2080.90                            |                                     |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |                                                                                     |                   |                          |                                              |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------|-------------------|--------------------------|----------------------------------------------|
| <p>Students continue to work<br/>In their classroom</p> | <p>Following are supplies to be ordered for students to continue to work efficiently in their classroom.<br/>         120 packs of coloured pencils ( see previous order)<br/>         40 packs of a set of 4 whiteboard markers Staedtler 351 bullet<br/>         Sets of exercise books for years 5 &amp; 6<br/>         6 packs matt coloured squares 254 x 254mm<br/>         6 packs gloss coloured squares 254 x 254mm<br/>         6 packs fluoro double sided circles 120mm<br/>         3 packs slimpick document wallets<br/>         Extra resources needed by teachers</p> |  |  |  |  | <p>AP stage 3</p> | <p><b>\$ 1513.12</b></p> | <p>164 – 133<br/>Global S3<br/>Classroom</p> |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------|-------------------|--------------------------|----------------------------------------------|