



Education

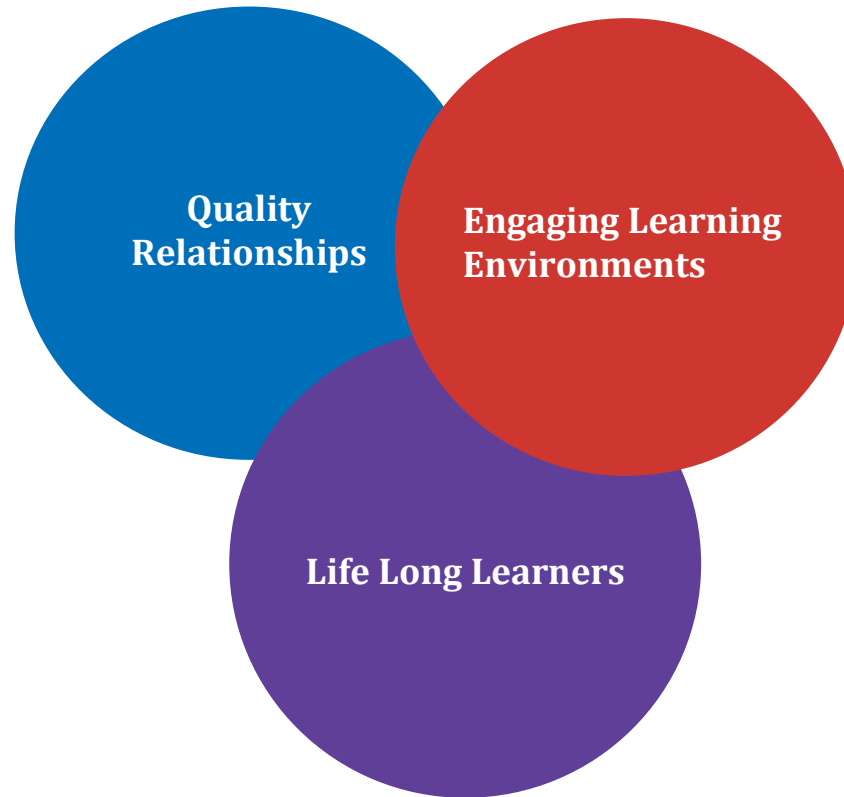
Cambridge Park Public School



Management Plan 2016

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Strategic Directions



Quality Relationships

Strategic Direction: Quality Relationships Milestone Planning - Project: PBL Team Leader Leanne **Team members** Jess, Rhonda, Donna, Cheryl, Amy, Neil, Danielle/Julie

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5 Interview and employ school chaplain to support targeted students in social skills development</p> <p>Week 10 All class teachers implementing weekly PBL Lessons as per scope and sequence Current Level System operating and student actively engaged Data from STARS analysed regularly to inform decision making around universal and classroom systems</p>	<p>Week 5 Chaplain implementing social skills programs for targeted students PBL team provides targeted support for teachers in the management of students experiencing significant behavioural issues</p> <p>Week 10 Review of Level System completed and changes communicated to students staff and community</p>	<p>Week 5 All classroom teachers provided with data around their implementation of classroom systems</p> <p>Week 10 New level system operating with a focus on increased opportunity for student ownership, goal setting and student voice. Tier II and Tier III students' needs being successfully met</p>	<p>Week 5</p> <p>Week 10 Universal and Classroom systems clearly embedded in practice across the school</p>

Management Plan and Budget 2016

Total Budget allocation: \$36500

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
Interview and employ school chaplain to support targeted students in social skills development	<ul style="list-style-type: none"> Successful application for involvement in chaplaincy program results in chaplain being employed two days per week to support the development of social skills and anger management skills in targeted students PBL team develops role statement for Chaplain and sets up timetable of activities Team member assigned to provide weekly lesson plans to teachers according to scope and sequence Teacher implementation of lessons registered in class programs and monitored by executive Certificates, stars and medallions ordered as required Reward events reviewed and planned 	→				Neil , Jen, Leanne	\$20000	Funds held by provider
All class teachers implementing weekly PBL Lessons as per scope and sequence			→			PBL team		
Current Level System operating and student actively engaged				→		Leanne		
Data from STARS analysed regularly to inform decision					→	Neil	\$5000	342-790 Student Welfare Global resources
				→	Leanne	\$2000	342-790 Student Welfare Global resources	

making around universal and classroom systems
 PBL team provides targeted support for teachers in the management of students experiencing significant behavioural issues
 Tier II and Tier III students' needs being successfully met

Review of Level System completed and changes communicated to students staff and community

All classroom teachers provided with data around their implementation of classroom systems

Amended level system operating with a focus on increased opportunity for student ownership, goal setting and student voice.

Universal and Classroom systems clearly embedded in practice across the school

- PBL team meeting fortnightly and following agreed PBL meeting structures, including interrogation of data and discussion of trends
- PBL team develops behavioural referral system for teachers to address Tier II and Tier III student needs
- Implementation of CiCo system for targeted students
- PBL team liaises with LST team to ensure that Tier III student needs are being addressed eg; FBA conducted as needed. Teachers provided with support to develop Individualised behaviour programs as necessary
- Review School Level System to address parent and student perception that the current system is not fair. Collaborate with students
- Teachers provided with resources to refresh their memories of effective classroom systems
- Two PBL team members provided with time to visit all classrooms to conduct an audit of implementation of classroom systems
- New system designed and any required amendments to merit cards or badges implemented. New resources purchased
- PBL team members provided with refresher training around PBL assessment tools and their implementation
- Annual PBL assessments conducted using appropriate assessment tools to determine % of whole implementation of universals and classroom systems

→	PBL team		
→	PBL team		
→	PBL team		
→	Neil, LST		
→	PBL team		
→	Rhonda and Amy	\$500	342-790 Student Welfare Global resources
→	Rhonda and Amy	\$4000	342-690 Student Welfare Global teacher relief
→	PBL team	\$5000	342-790 Student Welfare Global resources
→	Nominated PBL member		
→	PBL team		

Strategic Direction: Quality Relationships **Milestone Planning - Project:** Social Emotional Framework **Team Leader:** Leanne **Team Members:** Rachael, Donna, Clare,, Cheryl

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5 Team members selected to explore most appropriate PL for all adult staff in terms of managing conflict and dealing with difficult conversations. PL organised for all staff members</p> <p>Week 10 Half staff trained in Accidental Counsellor techniques SEL team selects most appropriate program to implement at CPPS and the resource is ordered</p>	<p>Week 5 Positive pieces program purchased and team based TPL provided to teachers to enable and support whole school implementation Students surveyed to establish base-line data re current social emotional development and understanding</p> <p>Week 10 All staff have completed training in Accidental Counsellor Techniques Scope and Sequence of lessons for SEL developed and shared with teachers in preparation for implementation in term 3</p>	<p>Week 5 Staff use skills learned through Accidental Counsellor training as needed</p> <p>Week 10 All classroom teachers delivering Positive Pieces program</p>	<p>Week 5</p> <p>Week 10 Student survey reflects improved understanding of own social/emotional development</p>

Management Plan and Budget 2016

Total Budget allocation: **\$12085**

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
All of staff trained in Accidental Counsellor Techniques	<ul style="list-style-type: none"> Staff provided with professional learning on skills and strategies for dealing with others when they are emotional so that quality relationships can be developed and maintained Scenarios around interpersonal conflict developed by SEL team to be used on a regular basis at TPL or stage meetings to practice skills taught in Accidental counsellor course 		→			Cheryl, Lyn, Rocky Biasi	\$4840	361-250
				→			SEL team	\$550
							hospitalities	

<p>SEL team selects most appropriate program to implement at CPPS and the resource is ordered</p> <p>Positive pieces program purchased and team based TPL provided to teachers to enable and support whole school implementation</p>	<ul style="list-style-type: none"> • 3 team members attend PL around Social Emotional Learning in order to make a comparison between Friendly Schools program and Positive Pieces • Positive Pieces resources purchase and used by 1 SEL member per stage to provide TPL at Stage meeting across term 2 in preparation for implementation in term 3 	→			Clare, Racheal, Jen	\$195 Course fees \$500 Teacher relief	361-250 361-260
<p>Data collected and analysed to provide a base-line of current student social/emotional development</p>	<ul style="list-style-type: none"> • Students surveyed to establish base-line data re current social emotional development and understanding • STARS data analysed to inform base-line 	→	→		Rachael S3 Clare S2 Leanne K Cheryl S1	\$5000	414-790 Ram Low-socio resources
<p>Scope and Sequence of lessons for SEL developed and shared with teachers in preparation for implementation in term 3</p>	<ul style="list-style-type: none"> • Two SEL team members develop S&S of lessons based on needs of CPPS and identify structures required to ensure the program is implemented with fidelity K-6 and is embedded into curriculum delivery 	→	→		SEL Team		
<p>Staff use skills learned through Accidental Counsellor training as needed</p>	<ul style="list-style-type: none"> • Staff surveyed to establish their use of AC skills in real school contexts 	→	→		Two team members	\$1000	414-690 Ram Low-socio teacher relief
<p>All classroom teachers delivering Positive Pieces program</p>	<ul style="list-style-type: none"> • Teachers provided with S&S and all necessary resources to implement lessons 	→	→		SEL team		
<p>Student survey reflects improved understanding of own social/emotional development</p>	<ul style="list-style-type: none"> • Executive encourage and support implementation of Positive Pieces program and report concerns/issues/successes to SEL Team 	→	→		SEL team		
	<ul style="list-style-type: none"> • SEL team develop and implement student survey to determine if implementation of Positive Pieces Program has had an impact • Analyse STARS data for indicators of improvement related to Positive Pieces Program 	→	→		SEL team		

Strategic Direction: Quality Relationships **Milestone Planning - Project:** Family – School Partnerships **Team Leader:** Donna **Team Members:** Neil , Wendy, Jane, Tammy, Melinda, Danielle Hearn & Kelly Allen (parent Reps)

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Prior to school age children given opportunities to be involved in weekly literacy and numeracy experiences</p> <p>Parents and carers of prior to school age children given opportunity to participate in weekly literacy and numeracy experiences which allow modelling of strategies which support literacy and numeracy skills</p> <p>Parents and carers of prior to school age children given opportunity to participate in weekly activities which build networks and relationships with school staff and other families</p> <p>Literacy practices are enhanced through PAIRED home reading program</p> <p>Parents are provided with at least positive communication per year through the positive postcard home strategy</p> <p>Improve communication between home and school by publishing photos of classroom activities</p> <p>Improve communication between home and school through the development and distribution of a whole school yearly calendar</p>	<p>Families given opportunity to develop clearer understanding of NAPLAN</p> <p>Families given opportunity to develop clearer understanding of Quicksmart/Core5/Multi lit</p> <p>Families provided with the opportunity to support student goal achievement through family/teacher meeting</p>	<p>Families given the opportunity to develop clearer understanding of 21st century learning and school programs through Bring Your Family to School Day</p> <p>Families given the opportunity to develop clearer understanding of PDHPE and global cultures through attendance at school Olympathon</p>	<p>All students have access to a nutritious breakfast at the beginning of each day</p> <p>Families have direct input into school directions through termly community consultative group</p> <p>Families have representative input into school strategic directions through memberships of project teams</p> <p>Families have direct input school policies and reviews through membership of policy review team</p> <p>Families provide with opportunities to build literacy, numeracy and workplace knowledge and skills through the provision of a volunteer in schools program</p> <p>Families given opportunity to participate in termly school fundraising activities (1 per term, terms 1,2,3)</p> <p>Family-School relationships and community capacity building enhanced through the delivery of Bi Annual Christmas Carols</p> <p>Transition to school programs reviewed and improved based on family feedback</p> <p>Transition to school program includes</p>

All students have access to a nutritious breakfast at the beginning of each day through the links made with external organisations who provide these services

Kindergarten teachers are provided with individual information on all new students and their gathered from one on one interviews conducted by the school community partnerships officer

Teachers and families build partnerships, relationships and set goals by providing the opportunity to meet and have a one on one meeting with each child and their family at the beginning of the school year

Partnership with Smith Family continued and strengthened to support 2016 volunteer in schools program

Identified students and their families provided educational scholarships for educational based expenditure through links made with Smith Family

Identified students provided with in home tutor support through links continued with Smith Family

Students provided with in home literacy activities through links continued with Rotary and the Books in homes program

Families given opportunity to develop a clearer understanding of L3 & TEN

Families provided with opportunity to view student creative work through attendance at EGGstravaganza

multiple opportunities for teachers/school staff/families and students to get to know one another and school life

All 2016 programs reviewed and evaluated

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
School and community effectively building partnerships	Employ Community Partnerships Officer 3 days per week					Donna	\$44221	414-700
Prior to school age children given opportunities to be involved in weekly literacy and numeracy experiences	Conduct weekly Rhyme time sessions which focus on literacy and numeracy					Donna	\$50.00	414-790 RAM resources
Parents and carers of prior to school age children given opportunity to participate in weekly literacy and numeracy experiences which allow modelling of strategies which support literacy and numeracy skills	During weekly rhyme time activities provide modelled reading and conversations which enhance literacy and numeracy development					Donna	\$0.00	
Parents and carers of prior to school age children given opportunity to participate in weekly activities which build networks and relationships with school staff and other families	During weekly Rhyme time sessions allow opportunities for families to chat to one another and foster enhancing conversations which take place					Donna	\$0.00	
Parents are provided with at least positive communication per year through the positive postcard home strategy	Deliver and pick up 2 postcards per week from each teacher and send home through mail					Donna/PBL team Teachers	\$1000.00	Paid for under Admin
Improve communication between home and school by publishing photos of	Publish at least 1 photo per class per week with text explaining the activity					Donna	\$0.00	

<p>classroom activities</p> <p>Improve communication between home and school through the development and distribution of a whole school yearly calendar</p>	<p>Develop and distribute yearly calendar complete with estimates of costings for excursions</p>	<p>→</p>				<p>Donna/Wendy/Jane/Tammy/Melinda//Cheryl/Neil and executive</p>	<p>\$300.00</p>	<p>Paid for under Admin</p>
<p>All students have access to a nutritious breakfast at the beginning of each day through the links made with external organisations who provide these services</p>	<p>Sustain partnership with Foodbank, Oz Harvest, Bakers Delight to provide food at minimal or no cost. Encourage family and staff participation. Maintain the operation of breakfast club 5 days per week</p>	<p>→</p>				<p>Donna/Wendy Breakfast club team</p>	<p>\$1000.00</p>	<p>414-790 RAM resources</p>
<p>Kindergarten teachers are provided with individual information on all new students and their gathered from one on one interviews conducted by the school community partnerships officer</p>	<p>Meet with each individual family and student. Source answers to specific questions designed in conjunction with kindergarten teachers and provide answers to teachers which will enhance the relationship between teacher/student/family</p>	<p>→</p>				<p>Donna</p>		
<p>Teachers and families build partnerships, relationships and set goals by providing the opportunity to meet and have a one on one meeting with each child and their family at the beginning of the school year</p>	<p>Organise teacher/family meet and greet. Promote to teachers the purpose of this meeting ie: get to know families and students and source and inform goals for the year</p>	<p>→</p>				<p>Donna/Wendy/Jane/Tammy/Melinda/Neil teachers</p>	<p>\$100.00</p>	<p>414-790 RAM resources</p>
<p>Partnership with Smith Family continued and strengthened to support 2016 volunteer in schools program</p>	<p>Continue partnership with Rod from the Smith Family to enable the signing off of hours for not for profit</p>	<p>→</p>				<p>Donna/Wendy</p>	<p>\$50.00</p>	<p>414-790 RAM resources</p>

Identified students and their families provided educational scholarships for educational based expenditure through links made with Smith Family	Source recommendations from teachers and provide to Rod from the Smith Family		→	Donna	\$0.00	
Identified students provided with in home tutor support through links continued with Smith Family	Source names from teachers and provide to Rod from Smith Family to contact families	→		Donna	\$0.00	
Students provided with in home literacy activities through links continued with Rotary and the Books in homes program	Continue current partnership which enables books to be distributed into homes at no cost to families			→ Neil	\$0.00	
Families given opportunity to develop a clearer understanding of L3 & TEN	Deliver information and demonstration lessons to interested families in partnership with Kindy teachers	→		Donna	\$50.00	414-790 RAM resources
Families provided with opportunity to view student creative work through attendance at EGGstravaganza	Invite families to attend the school to view students art works	→		Donna	\$50.00	414-790 RAM resources
Families given opportunity to develop clearer understanding of NAPLAN	Deliver information and demonstration lessons to interested families in partnership with appropriate staff member		→	Donna/Neil	\$50.00	414-790 RAM resources
Families given opportunity to develop clearer understanding of Quicksmart/Core5/Multi lit	Deliver information and demonstration lessons to interested families in partnership with appropriate staff member		→	Donna/Neil/Janice	\$50.00	414-790 RAM resources
Families provided with the	Organise teacher/family meetings. Promote to		→	Donna/Wendy/jane/	\$250.00	414-790 RAM resources

<p>opportunity to support student goal achievement through family/teacher meeting</p>	<p>teachers the purpose of this meeting ie: inform student goal status and where to next</p>					<p>Tammy/Neil/Janice/ Melinda/teachers/ Danielle/Kelly</p>		
<p>Families given the opportunity to develop clearer understanding of 21st century learning and school programs through Bring Your Family to School Day</p>	<p>Families attend school to view student work samples and view demonstration lessons (morning session)</p>				→	<p>Donna/Wendy/jane/ Tammy/Neil/ Melinda/teachers Danielle/ Kelly</p>	<p>\$500.00</p>	<p>414-790 RAM resources</p>
<p>Families given the opportunity to develop clearer understanding of PDHPE and global cultures through attendance at school Olympathon</p>	<p>In conjunction with Bring Your Family to School Day families attend as spectators and cheer on students participating in activities. Students collect sponsorship prior to the day. This is the schools major fundraiser for the year. Invite community to assist in organisation</p>				→	<p>Donna/Wendy/Jane/ Tammy/Neil/ Melinda/teachers</p>	<p>\$500.00</p>	<p>414-790 RAM resources</p>
<p>Families have direct input into school directions through termly community consultative group</p>	<p>Conduct 1 Consultative meeting per term invite school community</p>				→	<p>Donna/Neil/ Cheryl</p>	<p>\$200.00</p>	<p>414-790 RAM resources</p>
<p>Families have representative input into school strategic directions through memberships of project teams</p>	<p>Invite community to provide representation on school teams</p>				→	<p>Donna/Neil/ Cheryl</p>	<p>\$50.00</p>	<p>414-790 RAM resources</p>
<p>Families have direct input school policies and reviews through membership of policy review team</p>	<p>Invite families to participate in policy reviews</p>				→	<p>Donna</p>	<p>\$50.00</p>	<p>414-790 RAM resources</p>
<p>Families provide with opportunities to build literacy, numeracy and workplace knowledge and skills through</p>	<p>Continue volunteer program and source new volunteers for the 2016 year. Invite staff to utilise volunteers services</p>				→	<p>Donna</p>	<p>\$50.00</p>	<p>414-790 RAM resources</p>

<p>the provision of a volunteer in schools program</p>							<p>348-013 Expense for fund raising</p>
<p>Families given opportunity to participate in termly school fundraising activities (1 per term, terms 1,2,3)</p>	<p>Invite families/community to be organisers of fundraising activity incl 1 Disco, Mothers Day, Fathers Day stalls. Organisers will report directly to the school.</p>	<p>→</p>			<p>Donna/Wendy</p>	<p>\$5000.00</p>	
<p>Family-School relationships and community capacity building enhanced through the delivery of Bi Annual Christmas Carols</p>	<p>Invite community members to work alongside the Family-School Partnerships team to organise community carols. Source community organisations to assist</p>			<p>→</p>	<p>Donna</p>	<p>\$1200.00</p>	<p>348-013 Expense for fund raising</p>
<p>Transition to school programs reviewed and improved based on family feedback and includes multiple opportunities for teachers/school staff/families and students to get to know one another and school life</p>	<p>Review 2015 feedback and implement required improvements</p>				<p>Donna/Wendy/Jane/tammy Neil/ Melinda /Danielle/Kelly</p>	<p>\$1000.00</p>	<p>414-790 RAM resources</p>
<p>Literacy practices are enhanced through PAIRED home reading program All 2016 programs reviewed and evaluated</p>	<p>Provided pair home reading booklets to families in term 1 on a fortnightly basis Review effectiveness of programs through surveys</p>	<p>→</p>			<p>Donna Donna/Wendy/Jane/tammy Neil/Janice/Melinda /Danielle/Kelly</p>	<p>\$300.00</p>	<p>414-790 RAM resources</p>

Engaging Learning Environments

Strategic Direction: Engaging Learning Environments **Milestone Planning - Project:** Differentiation & Engagement **Team Leader:** Cheryl **Team Members:** Kate, Melissa, Ana, Melinda, Jo, Deb A

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5 Team leader and 1 team member attend Ignite the Spark Fuel the Fire Conference on Differentiation</p> <p>Week 10 Team determines their own understanding of differentiation and what is already in place at school to support teachers in differentiating for students.</p>	<p>Week 5 All staff have completed on-line learning course on differentiation</p> <p>Week 10 Team explore strategies for taking current units of work in a variety of KLAs and amending them to include differentiation strategies and supports</p>	<p>Week 5 Team begin working through process of differentiating units of work in English, Science and Technology and History</p> <p>Week 10</p>	<p>Week 5</p> <p>Week 10 All units of work in English, Science and Technology and History have been reviewed and amended to include strategies for differentiating learning</p>

Management Plan and Budget 2016

Total Budget allocation: **\$1560**

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
<p>Team leader and 1 team member attend Ignite the Spark Fuel the Fire Conference on Differentiation</p> <p>Team determines their own understanding of differentiation and what is already in place at school to support teachers in differentiating for students.</p> <p>All staff have completed on-line learning course on differentiation</p> <p>Team explore strategies for taking current units of work in a variety of KLAs and amending them to include differentiation</p>	<ul style="list-style-type: none"> Two team members attend Professional Learning to inform forward planning Team examines current differentiation practices Team explores other forms of TPL eg online Differentiation Training connected to new syllabus documents Team leads all teaching staff through Differentiation module and supports staff in linking this back to current syllabus implementation Team review current units of work with a view to incorporating differentiation strategies 	→				Personnel Melissa & Cheryl	\$560	361-250 PL course Fees
		→				Differentiation Team		
		→				Differentiation Team	SDD T2	Nil
		→				Differentiation Team	\$1000 relieve 2 classroom teacher team members	414-690 Ram Low socio teacher relief

strategies and supports								
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Strategic Direction: Engaging Learning Environments **Milestone Planning - Project:** Innovative TPL **Team Leader:** Cheryl **Team Members:** Alexis, Tracey, Chris

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5 Planning process implemented to ensure that all executive and teachers have opportunities to review PDP processes</p> <p>Week 10 All teachers have developed their PDP goals in consultation with their team leaders Two team members attend "Quality Teaching Rounds" conference</p>	<p>Week 5 All PDPs examined by team and correlated with TPL timetable and PDP timetable to ensure that teacher needs are being met</p> <p>Week 10 ITPL team provides ongoing support for teacher as they implement their PDPs by referring them to appropriate readings on AITSL website and planning appropriate cycles of release through the PDP timetable.</p>	<p>Week 5 Progress towards achievement of teacher PDP goals is reviewed by ITPL team and adjustments made to PDP timetable and TPL timetable as required.</p> <p>Week 10 All teachers have had two observations of their teaching practice linked to PDP goals and have received written feedback for each observation</p>	<p>Week 5 All SASS staff have developed PDPs in consultation with their supervisors</p> <p>Week 10 PDF cycles completed for each member of staff.</p>

Management Plan and Budget 2016

Total Budget allocation: **\$2352**





Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
<p>Planning process implemented to ensure that all executive and teachers have opportunities to review PDP processes</p> <p>Two team members attend "Quality Teaching Rounds" conference</p> <p>All PDPs correlated with TPL timetable and PDP timetable to ensure that teacher needs are being met</p>	<ul style="list-style-type: none"> Develop a PDP timetable across the year that is integrated with RFF timetable and allows time for teachers to develop their PDP and implement PDF cycle Two team members attend PL on Quality Teaching Rounds and report back to rest of the team TPL timetable has been developed and is linked to school strategic directions ITPL team examine all PDPs and across the school and ensure that TPL timetable and PDP timetable cater to the variety of school, team and personal professional development goals expressed in PDPs 	→				Cheryl		
		→				Tracey & Alexis	\$352	361-250 PL course fees
			→			Cheryl	\$1000	361-360 PL teacher relief
				→		ITPL team		

<p>ITPL team provides ongoing support for teacher as they implement their PDPs by referring them to appropriate readings on AITSL website and planning appropriate cycles of release through the PDP timetable</p> <p>Progress towards achievement of teacher PDP goals is reviewed by ITPL team and adjustments made to PDP timetable and TPL timetable as required.</p> <p>All teachers have had two observations of their teaching practice linked to PDP goals and have received written feedback for each observation</p> <p>All SASS staff have developed PDPs in consultation with their supervisors</p> <p>PDF cycles completed for each member of staff.</p>	<ul style="list-style-type: none"> ITPL team explores AITSL website and records links between resources available and their group of teacher PDPs Each team member takes responsibility for supporting a group of teachers by referring them to appropriate resources on AITSL website. A record is kept of what was recommended and feedback from the staff member about the recommended resource Team works collaboratively to match staff members up to opportunities for lesson study, professional rounds or collegial classroom observations based on individual need ITPL team support teachers in the review process by providing time on PDP timetable and adjusting timetables to meet reviewed needs ITPL team use PDP timetable to provide teachers with opportunities to observe or be observed by colleagues or team leaders as required. These observation timetables are integrated into ongoing PDP/ Professional rounds /lesson study as appropriate ITPL team work with executive and SASS as appropriate to support all SASS members through their initial rounds of PDP ITPL team collates data from completed PDPs to inform ITPL planning for 2017 					<p>ITPL team</p> <p>ITPL Team</p> <p>ITPL Team</p> <p>ITPL Team</p> <p>ITPL Team</p> <p>ITPL Team, Exec, SASS & SLSOs</p> <p>ITPL Team</p>	<p>\$1500</p>	<p>414-690 Ram low socio-teacher release</p>
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Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5 Teachers combine and convert traditional classroom spaces into agile learning centres.</p> <p>Week 10 All teachers engaged in the model have had some support from the team leader in terms of implementation</p>	<p>Week 5 Team discusses and decides on a series of indicators of success in terms of Future focussed learning ie; what data can we gather to determine the success of this strategy. One team member is responsible for gathering data and sharing it with the team</p> <p>Week 10 Teachers develop their professional practice and knowledge by engaging in professional discussions with colleagues & being exposed to a variety of engaging environments to benefit students.</p>	<p>Week 5</p> <p>Week 10 Teachers are able to experiment with introductory future focussed practices in their classroom to provide opportunities for a variety of different learning styles.</p>	<p>Week 5 Share the Future Focussed Journey our current teachers have been going on with the staff & encourage others to consider new strategies they could implement.</p> <p>Week 10 Yearly data gathered and analysed to inform future decision making about this model of curriculum delivery</p>

Strategic Direction: Engaging Learning Environments **Milestone Planning - Project:** Future Focussed Classrooms **Team Leader:** Michael **Team Members:** Jess, Alicia, Michelle
Management Plan and Budget 2016 **Total Budget:** \$17,136.51

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Teachers combine and convert traditional classroom spaces into agile learning centres	<ul style="list-style-type: none"> Teachers starting Future Focussed Classrooms develop a detail classroom layout design and 'wishlist' in collaboration with the Future Focussed Team outlining the Future Focussed Classrooms that are required to create their vision. These funds will be allocated depending on the needs of the new space / pedagogical objectives Furniture Varied Storage Options Printing Costs to organise classroom visuals 				(2015)	Whole Team New A.L Teachers	\$10,136.51	414-790 Ram low-socio resources

<p>Team discusses and decides on a series of indicators of success in terms of Future focussed learning ie; what data can we gather to determine the success of this strategy. One team member is responsible for gathering data and sharing it with the team</p>	<ul style="list-style-type: none"> • Team to determine what indicators of success are required to determine the efficacy of the model and then gather base-line data eg attendance data, reading levels, student survey re engagement etc 				<p>FF team</p>		
<p>Teachers develop their professional practice and knowledge by engaging in professional discussions with colleagues & being exposed to a variety of engaging environments to benefit students.</p>	<ul style="list-style-type: none"> • 8x Off Class Teacher Sessions for those who have begun Future Focussed Classrooms are released to engaged in Stacey Quince' Inspired Spaces TPL with Michael • Team discusses and decides on a series of indicators of success in terms of Future focussed learning ie what data can we gather to determine the success of this strategy. One team member is responsible for gathering data and sharing it with the team 			 	<p>New F.F Teachers Michael to lead</p> <p>FF Team</p>	<p>\$4000</p>	<p>414-690 Ram Low socio teacher relief</p>
<p>Teachers are able to experiment with introductory future focussed practices in their classroom to provide opportunities for a variety of different learning styles.</p>	<ul style="list-style-type: none"> • Teachers who are interested in adopting some initial Future Focussed practices within their classroom are able to make small purchases to innovate and modify their classroom spaces to cater for a variety of different learners. Teachers interested would be required to submit a proposal supported by best practice educational literature for discussion with the Future Focussed Team & Executive. 				<p>Interested Parties Future Focussed Strategic Team Principal / Deputy</p>	<p>\$3000</p>	<p>414-790 Ram low-socio resources</p>

Share the Future Focused Journey our current teachers have been going on with the staff & encourage others to consider new strategies they could implement.	<ul style="list-style-type: none"> Teachers engaged in a whole staff TPL session with the Future Focussed Teachers to prototype, reflect & evaluate ways they could create new uses of physical space in their classroom. 				→	All Staff Future Focussed Strategic Team	N/A	
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Strategic Direction: Engaging Learning Environments **Milestone Planning - Project:** Inquiry Learning **Team Leader:** Amy **Team Members:** Goran Blaze, Deepa Ahuja, Erica Bell

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5:</p> <p>Week 10: Inquiry learning team meet to reflect on 2015 progress and redefine goals.</p>	<p>Week 5: Inquiry Team have undertaken professional development training in the area of Inquiry Learning</p> <p>Week 10: Staff TPL addresses roles and expectations for working collaboratively on an Inquiry Unit.</p>	<p>Week 5: Funding and time is made available for Stage 3 to collaboratively plan an inquiry unit ready to implement in term 3.</p> <p>Week 10: Funding and time is made available for Stage 2 to collaboratively plan an inquiry unit ready to implement in term 4</p>	<p>Week 5: 10 students from Stage 2 and 3 are randomly selected to reflect on the degree of engagement in their learning experiences during inquiry based lessons</p> <p>Week 10: Stage 2 and 3 participate in a collaboratively planned inquiry based unit to be implemented in the library between the Teacher Librarian and the Classroom Teacher.</p>

Management Plan and Budget 2016

Total Budget allocation: **\$6000**

Indicators of Success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Inquiry-based learning will be carefully researched and significant TPL provided for staff.	Inquiry Learning Team attends training which broadens their understanding of inquiry learning.	*				Whole Team	\$1500 casual \$1000 training	414-690
	Inquiry Learning Team shares their in- serviced training with staff at Tues TPL session/s.		*			Whole Team	Nil	

Students collaborate on quality Inquiry based projects and celebrate their learning through regular project showcasing for the school community.	Funding and time is made (half day) available for Stage 3 to collaboratively plan an inquiry unit ready to implement in term 3.		*			Teacher Librarian Stage 3	\$1000 4 staff casual replacement half a day	414-690
	Stage 3 implements an inquiry unit working collaboratively with the TL. Team collaboratively reflects on the success of the unit for future units.			*		Teacher Librarian Stage 3	Nil	
	Funding and time (half day) is made available for Stage 2 to collaboratively plan an inquiry unit ready to implement in term 4.			*		Teacher Librarian Stage 2	\$1500 5 staff casual replacement half a day	414-690
	Stage 2 implements an inquiry unit working collaboratively with the TL. Team collaboratively reflects on the success of the unit for future units.				*	Teacher Librarian Stage 2	Nil	

Life Long Learners

Strategic Direction: Life Long Learners **Milestone Planning – Visible Learning and Quality Assessment** **Team Leader:** Neil **Team Members:** Tracey, Lorna, Racheal, Mel C, Rita, Bev, Jen, Clare, Ana, Deb H

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>Week 5:</p> <p>Week 10:</p>	<p>Week 5: Students are individually tracked using a Data Wall and photographic markers indicate that all students are making progress relative to their learning in literacy and numeracy</p> <p>Week 10: All staff within a stage are consistent in their approach to planning and assessing student learning in numeracy.</p>	<p>Week 5: Students are individually tracked using a Data Wall and photographic markers indicate that all students are making progress relative to their learning in numeracy.</p> <p>Week 10: Students and teachers confidently use student self-assessment as an everyday tool within their classrooms.</p>	<p>Week 5: Teachers and students discuss their progress and collaboratively create learning plans that encourage and support student growth.</p> <p>Week 10: Quality Assessment team are familiar with the practices of Visible Learning and are developing their skills to up-skill their colleagues in 2017.</p>

Management Plan and Budget 2016

Total Budget Allocation: **\$6634.62**

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Students are individually tracked using a Data Wall and photographic markers indicate that all students are making progress relative to their learning in literacy.	<p>Creation of Literacy and Numeracy Data Wall in the Annexe. Materials required include: Wonder Wall 600 Velcro dots Printing of 540 photos. Coloured paper 50 sheets x 7 bright colours. 200 Laminating sheets – A4 Stickers in various colours to identify individual needs. Ribbon x 7 colours. 4 x copies of Putting Faces on the Data</p> <p>2 x SLSO Days for the assistance with administration.</p>				→	Whole Team	\$120 \$125 \$200 \$100 \$35 \$20 \$42 \$186.80	414-790 RAM resources
All staff within a stage are consistent in their approach to	Staff are allocated one hour twice a term to review a current assessment task and discuss the allocation of				→	Neil to coordinate	Team RFF is manipulated	

planning and assessing student learning.	grades for this assessment and how it reflects the expected learning.						to cater for this.	
Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Students are individually tracked using a Data Wall and photographic markers indicate that all students are making progress relative to their learning in numeracy.	Creation of Numeracy Data Wall in the Annexe. Materials required include: Wonder Wall 600 Velcro dots Printing of 540 photos. Coloured paper 50 sheets x 7 bright colours. 200 Laminating sheets – A4 Stickers in various colours to identify individual needs. Ribbon x 7 colours. 2 x SLSO Days for the assistance with administration.					Whole Team	\$120 \$125 \$200 \$100 \$35 \$20 \$42	414-790 RAM resources
Students and teachers confidently use student self-assessment as an everyday tool within their classrooms.	Printing costs for classroom implementation of student self-tracking sheets.					TBD	\$100	414-790 RAM resources
Teachers and students discuss their progress and collaboratively create learning plans that encourage and support student growth.	Half day per teacher to meet with students for 10 minutes per student to discuss individual progress and where to next? For a targeted area of the literacy or numeracy continuum.					Neil	\$3735	414-690 RAM teacher
Quality Assessment team are familiar with the practices of Visible Learning and are developing their skills to up-skill their colleagues in 2017.	6 x Visible Learning by John Hattie					Neil	\$351	414-790 RAM resources

Strategic Direction: Life Long Learners **Milestone Planning - Project:** Quality Evidenced-Based programs Literacy **Team Leader -** Lorna MacKinnon **Team members** Cheryl, Anne F, Rhonda, Kerrie, Tracey, Elinor, Neil, Jen H, Michael

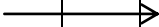
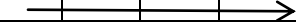
Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>L3 K-2 Training implemented K-OPL Yr1-OPL Yr2-initial training</p> <p>FOR 3-6 Phase 1 training implemented for Jennifer Hines, Michael Thompson and Neil Bourke</p> <p>Get Reading Right K-1 Training implemented for K and Yr1 Yr2-2017</p>	<p>L3 K-2 Training implemented K-follow up training Yr1-follow up training Yr2-initial training</p> <p>FOR 3-6 Phase 1 training implemented for Jennifer Hines, Michael Thompson and Neil Bourke</p> <p>Get Reading Right K-1 Training implemented for K and Yr1 Yr2-2017</p>	<p>L3 K-2 Training implemented K-follow up training Yr1-follow up training Yr2-initial training</p> <p>FOR 3-6 Phase 1 training implemented for Jennifer Hines, Michael Thompson and Neil Bourke</p> <p>Get Reading Right K-1 Training implemented for K and Yr1 Yr2-2017</p>	<p>L3 K-2 Training implemented K-follow up training Yr1-follow up training Yr2-initial training</p> <p>FOR 3-6 Phase 1 training implemented for Jennifer Hines, Michael Thompson and Neil Bourke</p> <p>Get Reading Right K-1 Training implemented for K and Yr1 Yr2-2017</p>

Management Plan and Budget 2016

\$14022 101-790 English Global; **\$70212.39** 414-790 RAM Low-Socio; **\$11408** 413-790 Literacy Numeracy; **\$17000** 361-260 Professional Learning Teacher Relief ; **\$4200** Professional Learning Course Fees
Total Budget allocation: **\$116842.59**

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
<p>L3 K-2 K-2 teachers implement L3</p>	<p>L3</p> <ul style="list-style-type: none"> Continue L3 training for ES1 and Yr1 teachers. Beginning L3 training implemented for Yr2 teachers. Purchase texts to assist teachers implement L3 successfully. Distribute texts equitably for easy access. Purchase tubs, dividers, containers for classrooms Continue Home Reading scheme to support L3. Purchase furniture for 'Engine Rooms' (9 banana desks, 6 white board stands with baskets 				→	ES1 S1 Teachers	\$26500	414-790 RAM
						Lorna Mackinnon	\$11408	413-790 Lit/Numeracy tied grant
						Lorna Mackinnon	\$19736.39	414-790 RAM L3 set up
						Literacy Team		
					Literacy AP	\$10200	414-790	

<p>FOR 3-6 All students in school 3-6 involved in guided reading using FOR strategies.</p> <p>Students involved in Lexile program Students involved in debating.</p> <p>English Units of Work Implement English Units of Work K-6.</p> <p>Get Reading Right K-2 Implemented Get Reading Right in K-Yr1-2016 and Yr2-2017.</p>	<p>on wheels, 3 sets of magnetic letters, white boards)</p> <p>FOR</p> <ul style="list-style-type: none"> Phase 1 FOR training implemented for J Hines, M Thompson and N Bourke. <p>Guided Reading</p> <ul style="list-style-type: none"> Guided reading groups established in all stages with an emphasis on using Focus on Reading Strategies in groups to develop fluency and comprehension. Texts for guided reading renewed/repared. School magazines purchased for guided reading groups. Stage 2 & 3 subscriptions \$206 each Continued funding of Lexile program. Premiers Debating Challenge Stage 3. Review 2016 English units of work each term (Week 5) to ensure quality planning, implementation and assessment tasks. Purchase resources required. Purchase resources for Get Reading Right ES1 \$1430, Yr1 \$1389, Yr2 \$1607 Organise training (TPL) \$1870 day (4 days K-2; 1 	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>Jen Hines, Michael Thompson, Neil Bourke</p> <p>Literacy AP in consultation with Primary APs Teacher/Librarian Stage 3 teachers Literacy AP, Literacy team, Teachers</p> <p>Literacy AP</p> <p>Teacher/Librarian</p> <p>Stage 3 Teachers</p> <p>Literacy AP Literacy AP</p> <p>Literacy AP</p>	<p>\$4200 Course Fees</p> <p>\$8000 Teacher release for trainers \$500 texts \$910 folders for staff</p> <p>\$8000</p> <p>\$1500</p> <p>\$412 Library Budget</p> <p>\$200</p> <p>\$2000</p> <p>\$4426</p>	<p>RAM Furniture</p> <p>361-250 Professional Learning</p> <p>361-260 Professional Learning</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>101-790 English Global</p> <p>414-790 RAM</p>
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	<p>whole school)</p> <ul style="list-style-type: none"> Release from class for training 			<p>\$9350</p> <p>\$6000</p>	<p>414-790 RAM 361-260 Professional Learning</p>			
Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
<p>Quality Intervention Programs Identified/targeted students demonstrate growth and improvement in reading.</p> <p>Tracking Aboriginal students in Literacy Identified/targeted students demonstrate growth and improvement in reading.</p> <p>PLAN DATA All ES1 Students are assessed and placed on PLAN. In weeks 5 and 10 of every term all teachers K-6 plot their students on the Literacy Continuum and enter the</p>	<p>Reading Recovery</p> <ul style="list-style-type: none"> 20% of Yr1 students placed on Reading Recovery program 3 to 4 at a time. Resources provided to Reading Recovery for successful implementation. Reading Recovery Teacher trained in L2 and implements program <p>WIT, Core5, Multi-Lit and SLSO support</p> <ul style="list-style-type: none"> These programs provide students with individualised learning support in Literacy. Data Wall- to identify students PLPs reflect literacy goals and outcomes. <ul style="list-style-type: none"> Strategies are put in place to track all Aboriginal Students progress in Literacy. The data is used to identify and target Aboriginal students to work with the Aboriginal teacher's aide and SLSOs. PLPs reflect literacy goals and outcomes. <ul style="list-style-type: none"> Literacy Team to explore the development of consistent assessment processes K-6 to support teachers in accurately plotting students on the literacy continuum ES1 teachers assess students on PLAN (Best Start) and place them on the Literacy continuum. Assessment strategies and procedures are 	T1	T2	T3	T4	<p>Personnel</p> <p>Kerrie O'Keefe</p> <p>Kerrie O'Keefe</p> <p>Learning Support Team Teachers</p> <p>Ab'l Ed Leader Teachers SLSOs ES1 teachers Stage Leaders Teachers</p> <p>3 Literacy Team members</p>	<p>Cost</p> <p>\$500</p> <p>\$32500 Paid for under Quality intervention programs Paid for under Quality intervention programs</p> <p>Paid for under Aboriginal Education programs</p> <p>\$1500</p>	<p>Dissection</p> <p>101-793 English Global Reading Recovery</p> <p>181-690 Per capita loading</p> <p>361-260 Professional Learning</p>
								

results on PLAN. The data is then analysed in Stage meetings.
The results of the data then drives the programming.

- discussed in stage meetings to ensure consistent teacher judgement.
- Teachers meet regularly with student work samples to discuss student's progress and plot them on the continuum with the support of stage leaders and colleagues
 - All teachers regularly plot their students on the continuum to track their progress.
 - Writing Rubrics are developed by the literacy team for each stage for Narrative texts and Persuasive texts and students to incorporate self-monitoring as a learning tool.
 - Students are plotted on the DATA Wall. Students are identified/ targeted for extra support from PLAN data.

				→	Teachers Stage Leaders		
				→	DP, Literacy AP, Teachers		
				→	Teachers		
				→	3 Literacy Team members	\$1500	
				→	Teachers		
							361-260 Professional Learning

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Life Long Learners **Team Leaders:** Jennifer Hines/ Melissa Copeland **Team Members:** Dalina Karen, Anne, Erica, Libbi, Jutta, Tracey

Program: Numeracy

Intended Outcomes: Evidence-based pedagogy and data analysis across K-6 including data wall.

Differentiated learning opportunities in all classes K-6

Strengthened capacity of classroom teachers to use differentiated and engaging mathematics lessons

\$ 18,149.47 414-690 RAM Low Socio-economic; \$12, 516 111-690 to 111-790 Mathematics Global

Total Budget: \$30,665.47

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
<p>All students have a set and all staff K-6 are confident in using school numeracy aspect assessment tasks</p> <p>Numeracy continuum is embedded as part of schools data base for monitoring student's progress and aspects published on the school data wall to be utilised and analysed by all staff.</p> <p>Specific target groups are identified and plotted on the data wall</p> <p>All teachers are able to articulate numeracy goals and</p>	<ul style="list-style-type: none"> • Provide training and support in administering the school numeracy aspect assessment tasks and understanding behind the benefits of using them • Ensure all school numeracy aspect tasks completed in 2015 are included in handover • Ensure all stages have sets of numeracy aspect assessment tasks for ongoing assessments Paper, ink purchased • Data wall is established • Aspects levels are plotted on the wall and used to generate discussion amongst teams • Staff are given time in team to analyse wall, help establish goals and share strategies to reach these. ½ day per teacher in teams. • Staff monitor school data wall and target group 	→				Melissa and supervisors		
		→				Classroom teachers		
		→				Melissa and supervisors		
		→		→		Neil and Jen and Quality Assessment Team	Paid under quality assessment	
		→			→	Neil and supervisors	\$418 x 12 \$5016	111-690 Global Mathematics teacher relief
→			→	Jen, Neil, Melissa and K-6 Class				

<p>targets</p> <p>Teacher programs reflect engaging and differentiated activities</p> <p>Class programs identify specific target groups and their needs</p> <p>NAPLAN results demonstrate an increase in understanding of Mathematical language among students</p> <p>Staff accurately use mathematical language appropriate for their stage</p> <p>Students understanding of stage appropriate mathematical language is evident in their explanations of mathematics concepts</p> <p>Stage 3 targeted and identified students demonstrating growth and improvement in numeracy</p>	<p>progress K-2 by monitoring TEN target groups.</p> <ul style="list-style-type: none"> TEN facilitator to provide training for new staff and ongoing support of trained teachers in TEN strategies highlighting links to scope and sequence and differentiated activities. Investigate opportunities for staff to train in TOWN and provide further support to 3-6 staff with differentiated numeracy lessons Staff are provide opportunities to visit other classroom during maths sessions for ideas and to share skill sets. PDP time Class programs show differentiation for targeted identified students in mathematics Programs are shared amongst teams and across stages to demonstrate different ways to differentiate activities for groups Resources to support the ongoing TEN program and additional K-2 class Inventory of mathematics resources 3-6 to identify elements missing to successfully implement differentiated programs Results of NAPLAN indicated that our students were struggling with mathematical language and word problems. Staff will revisit the language of the new K-10 Mathematics Syllabus already collated into stages. 		<p>Teachers</p> <p>Melissa, Jutta, Rhonda K-2 staff</p> <p>Melissa, Danielle</p> <p>Jen/ Stage Supervisors</p> <p>Stage supervisors</p> <p>Jen</p> <p>Melissa Jen</p> <p>Melissa, Jen</p> <p>Melissa, SLSOs K-2 Teachers</p>	<p>\$18,149.47</p> <p>\$3000</p> <p>\$1000</p> <p>\$3500</p> <p>Costed under Aboriginal Education</p>	<p>414-690 RAM low Socio</p> <p>111-690 Global Mathematics teacher relief</p> <p>111-790 Global Mathematics resources</p> <p>111-790 Global Mathematics resources</p>
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Students achievements in numeracy are reported effectively to parents and carers

- Select target groups (beginning with Aboriginal Students identified as below grade levels in TEN K-2) will be given additional mathematical language support. Target groups will have SLSO's explicitly introduce the language needed for the following week's mathematics lesson.
- Teachers 2-6 will have access to a NAPLAN problem a day to assist with building mathematical language and practise of two part problems
- Renew *Quicksmart* license and provide training for new support staff implementing program (licence expires late 2016)
- Students reports reflect their achievements based on assessments and numeracy aspect progress
- Parents/Carers are given PLAN Feedback Parents reports.



Melissa, SLSOs
K-2 Teachers



Jen



Cheryl, Stage 3
teachers



Stage supervisors



Cheryl, Stage
supervisors



Strategic Direction: Life Long Learners **Milestone Planning - Project:** Quality Interventions **Team Leader:** Neil Bourke **Team Members:** Bev Kew, Rita Devitt, Ana Kraljevic, Natalie Ryan, Deborah Hunter, Kerrie O’Keeffe

Term 1	Term 2	Term 3	Term 4 Annual Milestone
<p>LST has reviewed and analysed 2015 PLAN, NAPLAN and reading recovery level data school wide and identified students not meeting appropriate clusters in 2015 and requiring additional support</p> <p>Teachers have NCCD data information for students identified in 2015</p> <p>SLSO support timetable devised according to student need using LST support formula based on NCCD, EALD, AB Ed, and ESES data</p> <p>Identified students are being provided with additional quality intervention programs eg Multi Lit, Reading Recovery, Quicksmart, LAST/SLSO support</p>	<p>SLSO have received training from LAST team enabling them to better support students in the classroom and are documenting their support</p> <p>Teachers, parents and students meet for IEP development/review for students identified as needing sup/sub or ext support under NCCD</p> <p>LAST team have increased support by focusing on implementing numeracy support plans in classrooms during the middle session of each day Literacy support to continue during literacy sessions each day</p> <p>Teachers use consistent judgement when entering students PLAN data</p>	<p>LAST teachers support students identified as having a disability under NCCD through collaborative IEP development and implementation.</p> <p>NCCD collected using LST flowchart provided in class support folders and all 4 sources of evidence collated by LST and cross checked.</p> <p>LAST teachers have analysed ES1 and S1 data to identify students requiring additional support to meet stage appropriate clusters</p> <p>LST identify students requiring addition support in T4 and into 2017 through analysis of Naplan data and support teachers in the development of IEPs</p>	<p>LST cross check NCCD data to ensure that all students identified are on LST caseload and being catered for.</p> <p>LST identifies proportion of students not meeting Stage appropriate clusters</p> <p>LST action plan prepared with consideration given to data from Naplan and PLAN.</p> <p>Annual Milestone LST action plan for 2017 reflects processes for</p> <ol style="list-style-type: none"> 1. early identification and intervention support for students experiencing learning difficulties 2. embedding NCCDD processes and 3. ensuring that all teachers have the capacity to meet their obligations under disability standards

Management Plan and Budget 2016

Total Budget allocation: \$382,619.16

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
Identified students are provided with additional quality intervention programs - Multi Lit, Reading Recovery, L2 Quicksmart, Speech, LAST/SLSO support, WIT	<ul style="list-style-type: none"> • Students are assessed by LAST on CELF 4 Screener • Speech pathologist assesses selected students to develop speech program for 15 students each semester • SLSO works with selected students to implement 				→	LST	\$500	164-135
					→		Speech Pathologist	\$5000
					→			\$27343.80
					→			

	<p>speech programme designed by Speech pathologist</p> <ul style="list-style-type: none"> • Mult Lit implemented Purchase of student booklets Personnel- 3 SLSO for 4 terms, 1.5 hrs a day, for 3 days for 37 weeks • Core 5 implemented Site license provided for 14 classes • QuickSmart Implemented for Identified Stage 3 students • SLSO works with students identified as having a disability in the mainstream using Integration funding • Reading Recovery Teacher employed to identify and support Year 1 students at risk of reading failure • L2 teacher trained and implements L2 for identified Year 2 students 					<p>Neil Bourke SLSOs</p> <p>LST, SLSOs</p> <p>LST, SLSOs</p> <p>LST, SLSOs</p> <p>LST, SLSO</p> <p>Neil Bourke, SLSOs</p> <p>Kerrie O’Keeffe</p> <p>Kerrie O’Keeffe</p>	<p>\$500</p> <p>\$27343.80</p> <p>\$600</p> <p>\$23169.96</p> <p>\$73555</p> <p>.42</p> <p>\$29341 + \$3159= <u>\$32500</u></p> <p>\$1500 training</p>	<p>164-135 Consumables LST</p> <p>412-700 Ram Disab</p> <p>164-135 Consumables LST</p> <p>412-700 Ram Disab</p> <p>456-011 Integration</p> <p>Staffing component</p> <p>181-690 Per Capita component</p> <p>413-690 Lit/numeracy</p> <p>414-690 Ram teacher relief</p>
<p>Identified students are provided with additional quality intervention programs eg Multi Lit, Reading Recovery, L2, WIT, Quicksmart, LAST/SLSO support</p>	<ul style="list-style-type: none"> • Employ teacher to case-manage targeted Stage 2 & 3 students identified as at risk for reading failure (WIT program). Teacher will assess current student competencies and develop and implement individualised learning plan for each based on assessed and identified learning difficulties and needs. 					<p>LST, Bev,</p>	<p>\$31440</p> <p>\$500</p>	<p>414-690 Ram Low Soc</p> <p>164-135 Consumables LST</p>

<p>Teachers, parents and students meet for IEP development/review for students identified as needing sup/sub or ext support under NCCD</p> <p>Attendance</p>	<ul style="list-style-type: none"> • SLSO support provided for each class based on student need using LST support formula based on NCCD, EALD, AB Ed, & ESES data • LST leader, teacher and Principal meet twice a term to review progress • Teachers provided days and support from LST to develop skills in understanding and utilising EALD scales to support targeted • LST and Executive provided with TPL from APLaST in developing Personalised Learning Plans for students under Disabilities Standards NSW • Teachers provided days and support from LST and Executive in developing Personalised Learning Plans for students under Disabilities Standards NSW • Purchase LST resources and EALD resources • LAST teachers release teachers as needed to complete IEP meetings with parents • SASS employed .5 day per week to input absences on Oasis, send SMS to parents and provided data to the attendance monitoring team • Two teachers released 2 days per term (1 day each) and 90 minutes per week to collate and analyse data for the purpose of identifying at risk students who are then flowed through by stage teams, the executive team and the principal 					<p>→ LST Neil Bourke RAM EALD RAM Ab Ed RAM Low-Socio Norta Norta Ab Ed \$\$ c/o SES 2015 c/o over integration 2015 c/o NCCDDSS</p> <p>→ Neil Bourke, Anan Kraljevic</p> <p>→ Rachael Haywood Davies</p> <p>→ Neil Bourke & LST</p> <p>→ LST EALD</p> <p>→ LS</p> <p>→ SASS staff</p> <p>→ Rachael and Elinor</p>	<p>\$23187 \$33887 \$32253.62 \$7171 \$4182.35 \$5101.02 <u>\$1555.61=</u> <u>\$107337.60</u></p> <p>\$5000</p> <p>TPL timetable</p> <p>\$12000</p> <p>\$1500 \$1000 N/A</p> <p>\$8800</p> <p>\$4000</p>	<p>374-700 422-700 414-700 422-792 455-700 456-011 434-700</p> <p>374-690 RAM EALD</p> <p>N/A</p> <p>412-690 Ram Disab</p> <p>164-135 Consumables LST 374-790 RAM EALD</p> <p>414-700 Covered under admin budget</p> <p>414-690 Ram Low Soc</p>
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Other Significant Focus Programs

Cambridge Park Public School Plan 2016

School Priority Area: Aboriginal Education **Team Leader:** Alexis Scott **Team Members:** Tracey, Erica, Kate, Alicia Clare, Lorna, Jen, Deepa, Michelle, Goran

Intended Outcomes:

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

Total Budget\$ 110295

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Personnel	Cost
PLP Implementation	<ul style="list-style-type: none"> • Print and brief staff on PLP template during TPL session. Relate this to the Aboriginal education policy. • Meet with parent/s, Aboriginal student and classroom teacher end of Term 1 and complete PLP during a BBQ/games afternoon. Students that have not completed their PLP on this afternoon will be invited to the school during school hours. • Revision of PLP in a secondary meeting with the parent, Aboriginal student and classroom teacher at the end of Term 3 or in conjunction with parent teacher interviews. Students that have not completed their PLP on this afternoon will be invited to the school during school hours • Administration days for Aboriginal education, including 1 day to plan Norta Norta 	→				Ab'l Ed Leader Teachers	Printing \$40	422-790 RAM Ab Ed Res
		→					16 casual days \$8000-	422-690 RAM Ab Ed Teacher salaries
				→			BBQ \$1300	422-790 RAM Ab Ed Res
				→			8 casual Days \$4000	422-690 RAM Ab Ed Teacher salaries

<p>Improve literacy results in NAPLAN</p>	<ul style="list-style-type: none"> • Employ an Aboriginal teacher's aide and other SLSO'S to work with targeted students in literacy and numeracy 4 days a week • Implementation of SLSO class support • PLPs reflect literacy goals and outcomes • Tracking data collated and students identified as targeted students for extra time with SLSO, as per folders • Employ casual teacher to release AL teacher to implement AL workshops in targeted classes 				→	<p>Ab'l Ed Leader Teachers Tutor/</p> <p>SLSOs</p> <p>Erica bell</p>	<p>\$11,216.00</p> <p>\$33889</p> <p>\$18317</p>	<p>422-792 RAM Ab Ed Norta Norta</p> <p>422-700 RAM Ab Ed SASS</p> <p>422-690 RAM Ab Ed Teacher salaries</p>
	<ul style="list-style-type: none"> • Continue homework centre on site and seek the support of the school community (\$30 per week in afternoon tea) 				→	<p>Ab'l Ed Leader Ab'l Ed committee Teachers</p>	<p>Afternoon Tea \$401.52 4 days SLSO \$820</p>	<p>422-790 RAM Ab Ed resources</p> <p>422-700 RAM Ab Ed SLSO</p>
<p>Improved numeracy results</p>	<ul style="list-style-type: none"> • Implementation of TEN, Quick Smart and TOWN to assist Aboriginal students • Continue homework centre on site 				→	<p>Ab'l Ed Leader Teachers</p>		
<p>Improved involvement of Aboriginal community in school activities.</p>	<ul style="list-style-type: none"> • Host a Recognition Night after the PLP secondary meetings to celebrate student achievement. • Parental involvement in AECG and Aboriginal Education meetings. • Host an Aboriginal Fete during NAIDOC Week and invite Aboriginal Community organisations and school families. • Implement Bush tucker Reconciliation garden 				→	<p>Ab'l Ed Leader Ab'l Ed committee Teachers</p> <p>Beautification</p>	<p>\$6200</p> <p>\$120 for afternoon tea</p>	<p>422-790 Tied Ab Ed resources</p> <p>422-790 Tied Ab Ed resources</p> <p>422-790 Tied Ab Ed</p> <p>422-790 RAM Ab Ed resources</p>

<p>Improve the teaching of Aboriginal perspectives across the curriculum.</p>	<ul style="list-style-type: none"> • Conduct a teacher PL workshop on the Aboriginal Education Policy, 8 ways and PLP template. • Embed the Acknowledgement of Country into all meetings within the school. Look into signage acknowledging country and welcoming Aboriginal people. • Lead professional development in the 8Ways of Learning Pedagogy • TPL courses for staff 4 days 	→				Ab'I Ed Leader Teachers	<p>\$500 Casual day</p> <p>\$9585.40</p> <p>\$2000</p>	<p>422-690 RAM Ab Ed Cas Sal</p> <p>422-690 RAM Ab Ed Resources</p> <p>361-260 Professional learning</p>
<p>Attendance improvement</p>	<ul style="list-style-type: none"> • Link this to PLPs and to Recognition Night. Analyse Aboriginal student partial and whole day absences. • Analyse absences for each semester. Reward at recognition night with award for improved of Above 85% attendance • Monitoring of attendance. • Monitor Suspension rates. • Identify additional leadership opportunities for Aboriginal students e.g. running the Reconciliation Assembly, Maths Deadlys and running Indij games 	→	→	→	→	Ab'I Ed Leader Ab'I Ed Team Attendance team	<p>2 Casual days \$1000</p>	<p>422-690 RAM Ab Ed Teacher relief</p>
<p>Celebration of National Days</p>	<ul style="list-style-type: none"> • Harmony Day • Participation in NAIDOC Cup (free) • NAIDOC Fete • Reconciliation Day 	→	→	→	→	Ab'I Ed Leader Teachers	<p>\$7500 (Harmony Day) \$ (NAIDOC Fete) \$1868 (NAIDOC Performan ce</p>	<p>422-790 RAM Ab Ed Resources</p>
<p>Aboriginal Education implementation</p>	<ul style="list-style-type: none"> • Whole committee planning day term 1 • Administration days, 1 per term • Extra weekly RFF for leader and co-leader in term 1 	→	→	→	→		<p>\$3500.00</p>	<p>422-690 RAM Ab Ed Teacher relief</p>

Resources	<ul style="list-style-type: none"> Aboriginal art Class mats from recycled materials x 10 				→	Ab'l Ed Leader	\$ 1200	422-790 RAM Ab Ed Resources
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Cambridge Park Public School Plan 2016

School Priority Area:

Team Leader: N Bourke

Team Members: Tracey, Karen, Michael, Amy Sivanadan, Trudy

Program: Technology Management and Implementation

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

Intended Outcomes: 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.

\$61718.15 from 414-790; \$18336 from 449.690

Total = \$80054.15

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Cost	Dissection
Improved access to the school network.	Repair data ports across school. Quote required. Consult with regional IT staff.			→		IT Team	\$10,000 Estimate onl	414-790 Ram Low Soc Res
Reliable network access to the preschool.	Dig trench for network cable from Library to Preschool. Install server box & data point. Digging trench to be done at the same time as the phone line is being installed from the office which could reduce costs Additional Staff release days to support installation of hardware		→			Contractor / DEC Technicia	Construction \$10,000 Technology Hardware & Data Points \$3000 \$5336	414-790 Ram Low Soc Res 414-790 Ram Low Soc Res 449-690 Comp Co-ord
Consumables/Maintenance/Repairs	Purchase printer ink, paper supplies, cable, data projector lamps, postage of xo's for repair etc.			→		IT Team	\$6000	414-790 Ram Low Soc Res
Maintain/Repair existing installations	Stock take, clean and repair equipment. 2 staff day per term to maintain network. 2 staff day per term to maintain iPads. 2 staff day per term to maintain XO's				→	IT Team	\$12,000	449-690 Comp Co-ord
School based policy written and implemented.	School policy regarding student and staff use of computers, video conferencing and			→		IT Team	\$1000	449-690 Comp Co-Ord

	technology at CPPS. 2 staff days							
Improved wireless connectivity in classrooms	X10 Aruba Wireless Modems for every classroom to make connection stronger.					DEC Technician	\$5100	414-790 Ram Low Soc Res
New Server Boxes to replace older models	Replace old server boxes which cannot be used for wireless connection.	→				DEC Technician assisted by IT Team	\$3000	414-790 Ram Low Soc Res
Teachers are incorporating technology more authentically in their learning experiences.	Teachers who nominate they require assistance are given support and on the job lessons to improve their ability to embed technology and use their technology more effectively.				→	Teachers able to work with an IT team member after school to cover TPL hours.	Free (If TPL exemption allowed)	-
Tablets for Stage 3	Wallabies class set of Tablets	→				Admin to register assets IT Team to set up	\$10000	414-790 Ram Low Soc Res
School has access to the required resources for the Implementation of LMBR.	Dual screen monitors and cables for Principa and Deputy Principal. Tablet/i-Pad technology for all teaching staff				→	School It Team	\$15000	414-790 Ram Low Soc Res

Park Public School Management Plan 2016

Strategic Direction Link: Student Engagement and Attainment

Team Leader: Tracey Lodge

Program: Access Visual Resource Storage System

Intended Outcomes: Increase use of easily accessible and relevant technology based resources to deliver Quality Teaching and 21st Century Learning to improve student engagement and engagement through provision of visual database.

Total Budget: N/A

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
<p>Creation of visual data base of relevant technology based resources to assist in the delivery of 21st Century Learning.</p> <p>Teachers would benefit from the use of easily accessible technology based resources to promote student engagement and attainment.</p> <p>Easier access to quality, relevant technology based resources in the classroom would result in increased use of technology in the school. This visual database would be available to teachers to access from school or at home allowing them to evaluate a particular resource for planning and programming purposes resulting in increased student engagement and attainment</p>	<p>Access Database Team Leader released 1 day per term to organize, collect and convert existing data ready to be uploaded to visual database.</p>				→	T. Lodge	<p>All costs to be covered under ICT budget</p>	
	<p>Access Team Leader and Website Manager released 1 day per term each to upload converted data to website.</p>				→	T.Lodge M. Thompson		
	<p>Access Team Leader, Website Manager to and 2 others be released 1 day per term each to collaboratively discuss, plan, organize and create new quality resources ready to be converted and uploaded to the visual database to ensure the website caters for the needs of all stages.</p> <p>Website Yearly Hosting Fee</p>				→	T. Lodge M. Thompson (2) Team Members		

Cambridge Park Public School Management Plan 2016

Strategic Direction Link:

Program: PDHPE

Intended Outcomes: Effective implementation of priority area through the provision of resources
\$1701 from 441-001 (PSC Grant); \$2800 from 151-790

Program Leader: Julie Richards

Total Budget: \$4501

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Implementation EStg1-3	Purchase of Equipment for all stages using PSC Grant 2016 Levy students Winter / Summer PSSA(\$3 per student)use to wards Zone /SW Levy					Co-ordinator PSSA Staff	\$1700 \$450	441-001 (Premiers Sporting Challenge)
First Aid	Cool Cubes For Children (pkt 100)					Admin	\$100	
Develop Stg 3 Water Safety	Support Water Safety Course Stg 3					Co-ordinator	\$500	151-790 (Global funds)
Maintain Drug Educ/Child Protect/Sun Protect/Road Safety	Purchase new resources where necessary					Co-ordinator	\$300	
Awards	Purchase stickers etc (where necessary for carnivals)					Co-Ordinator	\$200	
Athletic Carnival	Use of Werrington L Athletics Facilities /Equipment					Co-ordinator	\$300	
Swimming Carnival	Pool Lane Hire					Co-ordinator	\$150	
PSSA Fees	Zone (per Student 3-6) SW (direct debit)					Co-ordinator/admin	\$300	
Ausrapid Registration	Provide membership for Para-Athletes (NEW to Ausrapid 2016)					Co-Ordinator	\$200	
Representation to Sydney West	Supply SOME Support for ANY New Representation 2016 Yrs 3-6					Co-Ordinator	\$300	

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Life Long Learners

Program Leader: Amy Sivanandan

Program: Library

Total Budget: \$1373

Intended Outcomes:

- Staff are supported in their teaching and learning role.
- Students are more aware of the emotions associated with inquiry learning.
- Parents and community members are involved in regular tasks that help the library function and also support library events.

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Personnel	Cost
Students set a goal and recognise their achievements and the feelings they are having during the inquiry process.	Students use the Skinny Questions (based on the SLIM toolkit) to reflect on their learning during inquiry units. X3 times per unit.		*	*	*	Teacher Librarian Stage 2 and 3 Teachers		
	Use the Guided Inquiry framework to highlight the emotions associated with each stage of the process.		*	*	*			
	Students begin in stage 3 to set their own Guided Inquiry questions and goals to be achieved.		*	*	*			
Library monitors from year 5 are actively involved in the running of the library.	Library Monitors are placed on a roster that rotates across the sections of the library and details the tasks / duties for the day.	*	*	*	*	Teacher Librarian	Deducted from commission	
	Library Monitor Profiles are entered in school newsletter across term 1 to introduce them to the school community and promote their leadership role.	*						
	Library monitors are permitted to select one book from the Scholastic Book Fair to have presented to them on stage at the Leavers and Leaders Assembly providing they maintain their commitment to the library into Term 4. Commence handover training between 2016 and 2017 library monitors in Term 4 2016, giving current library monitors the opportunity to share the skills and knowledge they have developed across the year.			*	*			

	Provide monitors with an annual reward – eg party food in term 4 – as an acknowledgement for giving up so many playtimes to serve their school community throughout the year		*			\$150.00	342.001
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		T1	T2	T3	T4	Personnel	Cost	Dissection
Community members are involved in library events and regular library tasks.	Ask for parent and community helper at assemblies, through the newsletter and website.	*				Teacher Librarian		
	Ask local groups from the community to assist with school events, such as:					Teacher Librarian		
	<ul style="list-style-type: none"> World Read Aloud Day (24th Feb 2016) 	*						
	<ul style="list-style-type: none"> Premier’s Reading Challenge (7th Mar 2016) 	*	*	*			40.00	335.110
	<ul style="list-style-type: none"> National Simultaneous Storytime (25th May 2016) 		*				60.00	335.820
	<ul style="list-style-type: none"> Children’s Book Week (Aug) 			*			400.00	335.820
	<ul style="list-style-type: none"> Author/Illustrator visits (TBC) 	*	*	*	*		40.00	335.530
	<ul style="list-style-type: none"> Summer Reading Club (Dec) 				*			
	Report through the media to link back to community.	*	*	*	*	School Media Liaison Teacher Librarian		
Teachers collaborate to plan, teach and evaluate lessons in the library.	Gather information about units.	*	*			Teacher Librarian		
	Provide resources ahead of time.	*	*	*	*			
	Advertise new resources and provide at point of need.	*	*	*	*		20.00	335.110
	Attend stage meetings to plan.	*	*	*	*			
	Give information about opportunities through the Connected Classroom program that link to units of work.	*	*	*	*			
	Reading resources accessioned for ease of tracking.	*	*	*	*			
3 extra SAO days for initial processing of new resources and updating old resources.	*	*	*	*	SAO	\$663	335.690	

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Engaging Learning Environments

Program Leader: Amy Sivanandan

Program: Library

Total Budget: \$2660

Intended Outcomes:

- The school community choose to visit both the physical and virtual school library to meet their information and recreation needs and wants.
- The library is used in a variety of ways by individuals, small and large groups

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Personnel	Cost
Staff, students and community report that their needs were met by their visit to the library	Library is open between the core hours of 8:30am and 3:30pm.	*	*	*	*	Teacher Librarian Library Monitors		
	Library Monitors undergo a training program and receive ongoing support throughout the year to build their knowledge and skills in the library.	*	*	*	*			
	Students participate in a one minute exit survey. 'Why did you come to the library today?' 'Were you successful?' Follow up and make improvements to services based on data collected. Resurvey.	*	*	*	*	Teacher Librarian		
Two guided inquiry units are collaboratively written, delivered, assessed, evaluated and reported on for each stage two and stage three class.	Plot opportunities for resource based learning (including digital resources) in the new syllabuses. Choose a part of a unit that can be taught using an inquiry process. Collaboratively develop a unit, including opportunities for gathering evidence of learning throughout the unit. Team teach the unit. Use the Skinny questions (based on the SLIM toolkit) to assess and evaluate the unit. Present to staff.	*	*	*	*	Teacher Librarian Stage 2 and stage 3 classroom teachers and specialist teachers as appropriate		
			*	*	*			
			*	*	*			

		T1	T2	T3	T4	Personnel	Cost	Dissection
<p>The library is used for/to:</p> <ul style="list-style-type: none"> • Whole class timetabled instruction • Recreation • Lesson preparation • Small group or individual work by students 	Displays of new, topical or interesting resources are updated at least twice a term.	*	*	*	*		\$50.00	335.530
	Library signage is improved.		*				\$500.00	335.110
	Bookmarks/signs- "if you like... you might enjoy"	*					\$20.00	335.110
	Classes are encouraged to book in Connected Classroom experiences.	*	*	*				
	Lunchtime activities are improved and upgraded.	*					\$100.00	335.530
<p>Students are encouraged to participate in a home reading culture by bringing a library bag to their lesson every week.</p>	Students are encouraged to bring library bags for home borrowing to weekly library lessons to earn points for their class.	*	*	*	*	Teacher Librarian Classroom Teachers		
	Library Bag data is recorded on a class card and visually displayed to maintain motivation across the school year. At the end of each term winning classes are rewarded with a Zooper Dooper prize: <ul style="list-style-type: none"> • Kindergarten Winner • Year One Winner • Year Two Winner • Stage Two Winner • Stage Three Winner • Sugar Gliders Vs Cassowaries / Fairy Penguins / Quokkas Winner 	*	*	*	*	Teacher Librarian Classroom Teachers	\$120.00 (6 packets per term)	355-530
	Subsidised school logo library bags are available for purchase in the library for \$3.00. Purchase 100 more bags for sale in 2016	*	*	*	*	Teacher Librarian	\$680.00	355-530

<p>Cambridge Park PS Library networks with our local Penrith Library to encourage student participation in Summer Reading Club across the school holidays.</p>	<p>Summer Reading Club Packs are assembled and issued to all students K-2 with their Premier's Reading Challenge Certificate.</p> <p>Pack includes SRC merchandise, information for parents about how to help their children become members of their local library and a Penrith Library Reading Log.</p> <p>Students 3-6 are also heavily encouraged to enter the SRC during library lessons and regular newsletter entries.</p>	*	<p>Teacher Librarian Penrith Library Representative</p>	<p>\$90.00 (3packs)</p>	<p>335.530</p>
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		T1	T2	T3	T4	Personnel	Cost	Dissection
<p>Library digital resources:</p> <ul style="list-style-type: none"> • are available 24/7 • are promoted school wide • have updated subscriptions • are built upon and improved 	<p>Increase the profile of the school library on the school website and update the Oliver homepage at least fortnightly.</p> <p>Continue to add valuable teaching website links to Oliver/Orbit and promote this to the school community as a wonderful starting point for learning K-6</p> <p>Continue to train teachers and students to access digital resources through; school portal / Oliver & Orbit</p> <p>Investigate free eBooks and eBook platforms for subscription. Approach P&C for initial year's funding.</p> <p>Add to the movies available through the school network.</p> <p>Renew World Book Online.</p>	*	*	*	*	<p>Teacher Librarian</p> <p>Teacher Librarian SAO</p> <p>Teacher Librarian</p> <p>Teacher Librarian Computer Coordinator</p> <p>Teacher Librarian</p> <p>Teacher Librarian</p>	<p>\$200.00</p> <p>\$900.00</p>	<p>335.100</p> <p>335.780</p>

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Life Long Learners

Program Leader: Amy Sivanandan

Program: Library

Total Budget: 11 200.00

Intended Outcomes:

- To maintain a responsive, well organised, accessible collection that supports teaching and learning as well as recreational reading.

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source		
		T1	T2	T3	T4		Personnel	Cost	Dissection
New resources are added to the collection to support teaching and learning using the new syllabuses: <ul style="list-style-type: none"> Mathematics Science and Technology History 	Gather units of work to be implemented within the school	*				Teacher Librarian Supervisors of Curriculum Areas	\$200.00	335.820	
	Map the collection against the curriculum. <ul style="list-style-type: none"> Mathematics Science and Technology History 	*					\$500.00	335.820	
	Source and purchase new resources.		*	*				\$1400.00	335.820
	Circulate to staff.		*	*	*				
	Settle carry over amount for Reference Kits established for each class following 2015 audit of dictionaries, thesauruses and atlases	*					\$1000.00	335.820	
The library collection has an average age of 10 years. Series are complete.	Add new books to the collection for wide reading and curriculum support and to replace old books.	*	*	*		Teacher Librarian			
	Factual – replace aging editions, curriculum related	*	*	*			\$1000.00	335.820	
	Factual – interest reading	*	*	*			\$400.00	335.820	
	Literary – replace aging editions, curriculum related	*	*	*			\$1000.00	335.820	
	Literary – interest reading, especially series	*	*	*			\$1000.00	335.820	
	Teacher - pedagogy	*	*	*			\$1000.00	335.820	
Classroom is supplied with what is needed for teaching and learning.	Processing needs and classroom resources	*	*	*		Teacher Librarian SAO	\$1700.00	335.110	

		T1	T2	T3	T4	Personnel	Cost	Dissection
Stocktake is completed as per auditors' requirements.	Update the procedures to reflect the change to Oliver.	*				Teacher Librarian SAO Parent Helpers	\$1200.00	335.110
	Inform staff of the timetable.	*						
	Complete stocktake.	*	*	*	*			
	6 days SAO for scanning resources + 15 days teacher librarian off class.				*			
	Present reports to Principal							
Subscriptions are renewed.	Renew SCIS	*				Teacher Librarian	\$350.00	355.780
	Deliveries to SCIS for cataloguing of unmatched items.	*	*	*	*		\$50.00	355.530
	Renew SCAN.				*		\$400.00	335.780

Extra-Curricular Budgets

Cambridge Park Public School Plan 2016

Program: School Beautification Team

Team Leader: Lorna MacKinnon Team Members: Deepa, Cheryl, Julie, Danielle, Chris

Dissection Totals: 483-571 Grounds Maintenance – Beautification \$19142.59; 422-790 Aboriginal Education \$2500 (consultation with Aboriginal Education team is required)

Total Budget: \$21,642.59

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Cost	Dissection
Improve the Appearance of CPPS.	1. Complete renovation of second garden in eastern quadrangle. (Sandstone supplied. GA employed to complete work.) Purchase plants and soil.	→				Wendy/Lorna	\$400	483-571 Global Grounds Maintenance
	2. Alter/Improve Reconciliation/Bush Tucker garden. (Employ a landscaper to improve Reconciliation/ Bush Tucker garden) Plant with 'Bush Tucker'					Lorna/Chris/ Erica	\$2,500	422-790 RAM Ab Ed
	3. Create courtyard outside hall area. (Employ a landscaper to create a courtyard/entertaining area outside hall with a centre feature and steps to the library and passive play area at the end of the driveway.)					Lorna/Chris	\$12,800	483-571 Global Grounds Maintenance
	4. Subsidise landscaping/ improvements with fundraiser 'Design a Brick'.					Lorna/Chris/ Donna		
	5. Replace dead jacaranda and gardenias. Jacaranda from markets. Gardenias with agaves pups. Add soil, fertilise and mulch pots.					Lorna/Chris	\$50	483-571 Global Grounds Maintenance
	6. Construct gazebo already purchased.					Donna/Wendy Lorna	\$5,000	483-571 Global Grounds Maintenance
Further organise recycling.	1. Organise SITA visit. 2. Purchase bins for recycling cans and hard plastics. 3. Organise preschool recycling collection. 4. Worm farm for Stage 3.	→				Lorna Wendy/Lorna Lorna/Peter Chris	\$200	483-571 Global Grounds Maintenance

<p>Engage students in 'Sustainable Practices'.</p> <p>Maintain vegetable gardens and orchard.</p>	<ol style="list-style-type: none"> 1. Organise badging of Eco-Warriors. 2. Purchase letters for identification of new vegetable gardens. 3. Allocate vegetable gardens. 4. Purchase vegetables/seeds and sugar cane mulch. 5. Purchase fig tree and passion fruit vine. 6. Organise 'Gardening Club'. Approach Mrs Holman, Mrs Kelly and Mrs Abbas. 7. Maintain hoses etc. 	<p>→</p>				<p>Lorna Lorna</p> <p>Chris/Lorna</p> <p>Peter</p>	<p>\$172.59 \$10 \$250 \$60</p>	<p>483-571 Global Grounds Maintenance</p>
<p>Replace/Supply new plaques for memorial garden</p>	<ol style="list-style-type: none"> 1. Purchase, engrave and position plaques in 'Memorial Garden'. 	<p>→</p>				<p>Lorna/Wendy</p>	<p>\$200</p>	<p>483-571 Global Grounds Maintenance</p>
<p>Supply improved/safer playground equipment.</p> <p>Plant orchard Improve Parking</p>	<ol style="list-style-type: none"> 1. Obtain quotes to maintain and improve the fort. 2. Obtain quotes to build a sand pit in eastern tar area. 3. Obtain quotes to put shade cloth over fort and the proposed sandpit. 4. Provide garden shed to store sandpit equipment. 5. Plan for future orchard along western fence line. 6. Plan for tar sealed car parking areas. 	<p>→</p>				<p>Donna/Lorna</p>		

Cambridge Park Public School Plan 2016

School Priority Area: Dance

Program: Dance





Intended Outcomes: Provide students with opportunities and experiences in Performing Arts

Program Leader: Jutta Senkbeil

\$10510 – 141-105 to 141-690; \$1410 - 361-250 & 260; \$8000 - 371-320

Total Budget: \$19920

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Personnel	Cost
For children to learn and perform a dance routine in a variety of settings. This refers to both educational and within the community.	<ul style="list-style-type: none"> The children will meet with their dance teachers every week to learn their routines. There will be three dance groups this year. One will be children from yrs 2-3 One will be children from yrs 3-6 One will be children from yrs 4-6 (Snr Group) Professional Choreographer 		→			Dance teachers Dance co-ord	Nil \$25 per session =\$1000	141-690 Global CAPA teacher relief
	<ul style="list-style-type: none"> There are three teachers assigned to dance group and each dance group consists of 34 children. The snr dance group will also be involved in the choreography of their dance. This will give them ownership of their routine. 		→			Dance teachers Dance co-ord	Nil	
	<ul style="list-style-type: none"> Parents will be involved in the making of the costumes along with the dance teachers. Each dance group will be responsible to make their costume age/stage appropriate 		→			Parents Dance teachers Dance co-ord	\$1000 each Group \$3000 total	141-790 Global CAPA

	<ul style="list-style-type: none"> • Additional support is asked for in the form of the dance teachers participating in a choreography workshop. • Release days to attend workshop, matinees, rehearsals and performances. 					<p>Dance teachers</p> <p>Dance co-ord Dance teachers</p>	<p>\$1260 \$150 course fees</p> <p>8 x \$420 1 extra for Co-ordinator \$3360</p>	<p>361-260 Professional Learning teacher release</p> <p>361-250 PL Course fees</p> <p>141-690 Global CAPA teacher relief</p>
	<ul style="list-style-type: none"> • Printing costs of notes. • Official photos from Joan Sutherland. • Printing and laminating of certificates end of year 					<p>Dance teachers</p> <p>Dance co-ord</p>	<p>\$100 \$200 \$50</p>	<p>141-105 Global CAPA dance</p>
	<ul style="list-style-type: none"> • Bus travel to and from the venues (this money will come from the \$40.00 per child hiring fee we ask the parents for) • Makeup and accessories also comes out of above 					<p>Dance co-ordinator</p>	<p>\$40.00 hiring = \$2800</p>	<p>141-105 Global CAPA</p>
	<ul style="list-style-type: none"> • Purchase shed and slab to relocate dance costumes from school hall (to allow OOSH to use the storeroom previously used for dance costumes) 					<p>Dance co-ordinator and Deputy</p>	<p>\$8000</p>	<p>371-320 Before & Afer School Care Funds</p>

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Student Engagement and Attainment

Program Leader: Jess Pellizon

Program: Choir

Intended Outcomes: Increase student engagement and provide opportunities for students to participate in extra-curricular activities.

Total Budget: \$2800.00

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Students engage in extended CAPA experiences in an area of interest. Provide costumes and rewards for performances so that students can participate.	Release 1x choir teacher 4 days to attend concerts and rehearsal days.			→		Clare Hunt	2000.00	141-690 Global CAPA Choir teacher release
	Source costumes for performances. <ul style="list-style-type: none"> • Cambridge Park Learning Community festival. • Costs involved in 'Music Count Us In' Provide certificates and notes pertaining to rehearsals and performances.			→		Resources Costumes Certificates Paper	800.00	141-106 Global CAPA Choir

Administration

Cambridge Park Public School Plan 2016

School Priority Area: Administration

Program: Admin & Office

Program Leader: Wendy Mellish

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

\$36200 – 480-030 to 480-761; \$5000 – 164-660; \$26891.42 – 414-700

Total Budget: \$68091.42

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Personnel	Cost
To organise office supplies for the office area.	<ul style="list-style-type: none"> Pay for purchases as requested. Purchase all items required for successful operation. 	→				SAO	\$1700-00	480-590
To cater for the needs of visitors throughout the year.	<ul style="list-style-type: none"> Provide special morning/ afternoon tea for guests to the school. 	→				Event Organiser	\$700-00	480-550
To meet the motor vehicle claims of the General Assistant	<ul style="list-style-type: none"> Pay accounts as rendered monthly. 	→				GA	\$100-00	480-580
To provide amenities for the staffroom as required.	<ul style="list-style-type: none"> Pay for purchases as requested. 	→				SAO	\$200-00	480-592
To purchase print room supplies	<ul style="list-style-type: none"> Purchase all items required for successful operation. 	→				SAO	\$1000-00	480-650
To cater to the first aid need of students in the sick bay.	<ul style="list-style-type: none"> Order supplies as required within DEC guidelines inc epipens & disposable asthma puffers, purchase defibrillator, ambulance cover 	→				SAO	\$5000-00	480-680
To provide hygiene items such as cleaning supplies/ toilet paper/	<ul style="list-style-type: none"> Order supplies as needed 	→				SAO	\$2500-00	480-110
To engage security guard to bank school funds	<ul style="list-style-type: none"> Pay for Security Banking as required 	→				SAM	\$4000-00	480-761
To provide for casual relief as required for office	<ul style="list-style-type: none"> Pay for casual administrative relief during term 3 and 4 to support admin rollover to LMBR 1 day per week 			→		SAM	\$4800.00	414-700
To cover copy costs associated with photocopiers as per contract	<ul style="list-style-type: none"> Pay accounts as indicated by copier readings on machine. 	→				SAM	\$20000-00	480-670
To cover bank charges and fees	<ul style="list-style-type: none"> Pay for Banking charges as required 	→				SAM	\$1000-00	480-030
To provide for casual relief as required for office	<ul style="list-style-type: none"> Pay for casual administrative relief to support additional staff employed via ram 1 day per week 	→				SAM	\$8800.00	414-700
provide for SASS for Rolls	<ul style="list-style-type: none"> Pay for casual administrative relief 1 day per week plus 	→				SAM	\$8800.00	414-700
Provide copy paper for classroom & admin	<ul style="list-style-type: none"> Purchase as required 	→				SAO	\$5000.00	164-660
provide for SASS for WH&S	<ul style="list-style-type: none"> Pay for casual administrative relief ½ day per week plus oncosts 	→				SAM	\$4400.00	414-700

Cambridge Park Public School Plan 2016

School Priority Area: Administration

Program: Utilities

Program Leader: Wendy Mellish

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

Total Budget: \$55650

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. These include:								
Electricity	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$31000.00	487-310
Gas	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM		487-520
Postage	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$3100.00	487-740
Telephone	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$4000.00	487-800
Waste Disposal	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$4300.00	487-920
Sanitary Waste	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$750.00	487-921
Water and Sewerage	<ul style="list-style-type: none"> Pay for supplied services as invoiced 	—	—	—	→	SAM	\$12500.00	487-930

Cambridge Park Public School Plan 2016

School Priority Area: Administration

Program: Building & Ground Maintenance

Program Leader: Wendy Mellish

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

Total Budget: \$34842.59

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Cost	Dissection
Buildings Maintained		→			→	GA	\$12000.00	481-570
Grounds maintained	Team of interested staff implement school beautification management plan -	→			→	GA	\$3000	483-570
Grounds Improved		→			→	Lorna MacKinnon	\$19142.59	483-571
Purchase of Petrol & Oil		→			→	GA	\$500-00	483-610
Supply of work boots & clothing		→				GA	\$200-00	483-570

Stage Budgets

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Quality Teaching and Learning

Program Leader: Lorna MacKinnon

Program: Preschool

Intended Outcomes: Ensuring that the preschool operates according to current National Quality Standards and Regulations.
\$15600 from 162-790, \$2500 from 361-260

Total Budget: \$18100

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Maintenance of indoor programs in accordance with National Regulations by upgrading teaching aids and expendable resources. Upgrade indoor facilities to better meet National Regulations	Purchase of necessities for general replacement including Det Buy orders, puzzles, manipulative toys and EYLF teaching aides and provide USB's for 80 students individual portfolios.	—			→	Lorna, Melinda,Jo, Deb A, Donna C, Deb	\$6000	162.790 Pre-school stage budget
	Install two adult hand washing facilities as noted on WHS Install a dishwasher, Update hot and cold mixer	—			→		\$6100	162.790 Pre-school stage budget
	Colour ink for the Photocopier to allow educators to provide daily reflections made available for families, provide individual portfolios.	—			→		\$1000	162.790 Pre-school stage budget
		—			→		\$2500	162.790 Pre-school stage budget
Maintenance of outdoor areas and sustainability programs and a safe outdoor program as per NQS requirements	Topping up of sandpit, ongoing maintenance of vegetable gardens. Provide signage at the rear of the school demonstrating designated preschool.							
Continue and maintain professional development of all preschool educators.	Participation in research project "Quality Interactions"				→	Melinda & Donna	\$2500	361-260 Professional Learning 2016
Regular Updating of Quip	All educators regularly review Quality Improvement Plan and update on during TPL meetings				→	Lorna, Melinda,Jo, Deb A, Donna C, Deb	Nil	

Cambridge Park Public School Plan 2016



Program: Early Stage 1

Program Leader: Leanne VanCuylenberg

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

Total Budget: \$4900.00

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		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 60 Glue sticks 120 packs triangular grip coloured pencils 80 student scissors 80 paint brushes No. 8 long flat 80 paintbrushes No. 14 short hog hair bristle 80 packs of box of 10 school crayons, non toxic 60 permanent marker chisel fibre tip, Artline 90 black 24 sets of 12 watercolour paints Micador 150 Story book 48 page A4, 2/3 ruled 12mm, 1/3 plain. 18 packs 75g Blue Tack 100 packs Texta oil pastels regular 12 pack 140 triangular lead pencils HB 12 rolls of tape 18mm x 50m 12 boxes of permanent markers Artline 170 assorted colours Bullet 200 Exercise notebook tudor 12mm, 250x 175, red single ruled, 64 pages 30 exercise notebook tudor salmon 32 pages unruled 4 packs matt squares 254mm x 254mm, assorted colours 4 packs gloss squares 254mm 360 pack 4 packs circles fluoro, double sided, 120mm, 500 pack		→			AP ES1	\$2200.00	164 – 790 Early stage 1 consumables global

<p>Students continue to work in their classroom</p>	<p>Following are supplies to be ordered for students to continue to work efficiently in their classroom. 120 packs of coloured pencils 150 story books, 48 page 140 triangular lead pencils HB Sets of exercise books. 4 packs matt coloured squares 254 x 254mm 4 packs gloss coloured squares 254 x 254mm 4 packs fluoro double sided circles 120mm 3 packs slimpick document wallets Extra resources needed by teachers</p>					<p>AP ES1</p>	<p>\$ 1500.00</p>	<p>164 – 790 Early stage 1 consumables global</p>
<p>Students are beginning to adapt to agile learning spaces in mainstream and agile classes. (21st century learning)</p>	<p>20 pillow pets 4 bean bags 40 clipboards 12 head phones</p>					<p>AP ES1</p>	<p>\$1200.00</p>	<p>414-790 RAM Low soci resources</p>

Cambridge Park Public School Management Plan 2016

Strategic Direction Link: Stage 1

Program Leaders: Melissa Copeland and Lorna MacKinnon

Program: Classroom Organisation

Intended Outcomes: Equipment purchased to support the education of all Stage 1 students.

Total Budget: \$4100

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Provide classroom supplies for students.	Purchase general teaching supplies such as books, pencils, glue sticks, paints, brushes etc \$20 per child 65 Year One students \$1,300 7 Year One students&59 Year Two students = 66 \$1320					Stage/Grade Supervisors Melissa and Lorna	\$2500	164-131 Global S1 consumables
Provide classroom supplies for teachers.	Purchase textas, pens, folders, white board markers, white board spray, white board rubbers etc					Teachers	\$1000	164-131 Global S1 consumables
Provide a classroom budget so that all teachers can purchase supplies to support KLAS.	Allow teachers access to \$100 each to buy incidental items like stickers, stationery (textas, paper, envelopes pens), cooking ingredients, novel art and craft supplies, costumes etc.					Teachers	\$600	164-131 Global S1 consumables

Cambridge Park Public School Plan 2016

School Priority Area: Stage 2

Stage Leader: Alexis Scott

Total Budget \$2425.91

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Personnel	Cost
Exercise books x 1220 Lead pencils x 360 Erasers x 120 Coloured pencils x 50 MARKER, WHITEBOARD, Staedtler, 351, Set 6 x 10 MARKER, WHITEBOARD, Writing, Bullet, Faber, Black, x 50 MARKER, WHITEBOARD, Writing, Bullet, Faber, Blue, x 50 MARKER, WHITEBOARD, Writing, Bullet, Faber, Green, x50 MARKER, WHITEBOARD, Writing, Bullet, Faber, Red, x 50 SHARPENER, PENCIL, 2 Hole, Marbig, x 50 STICK, GLUE, Adhesive, Bostik, 35 gram, Clear, Acid Free, x 80 FOLDER, FILE, Document Wallet, Assorted, Pack 10 x 10 PAPER, LITHO, M.G Litho, Australia Paper, x 3 packs PAINT, ACRYLIC, OfficeMax, 2 L, Candy Colours, Set 6 x 4 PAINT, ACRYLIC, OfficeMax, 2 L, white, x1 PAINT, ACRYLIC, OfficeMax, 2 L, Black,x 4	<ul style="list-style-type: none"> Class resources for beginning of the school year(first order) <u>Already ordered</u> 	→				Leader	\$840 \$73.80 \$14.40 \$107.00 \$ 80.50 \$ 40.00 \$64.00 \$64.00 \$64.00 \$45.00 \$96.00 \$21.00 \$45.75 \$136.56 \$7.71 \$30.84 <hr/> 1696.96	164-132 Stage 2 consumables
PAINT, ACRYLIC, OfficeMax, 2 L, white, x 3 Velcro dots 4x boxes Black a4 cardboard Cardboard Black 510 x 635 mm, CARDBOARD Rainbow, 510 x 635 mm, MARKER, Fine, Artline, 200, 0.4 mm, Assorted Colors, Box 12 x2 Blu tac x 4 Whiteboard erasers refills Electric pencil sharpener	<ul style="list-style-type: none"> Class resources for beginning of the school year(second order) <u>yet to be ordered</u> 	→				Leader	\$23.13 \$40.20 \$64.84 \$76.00 \$54..99 \$39.36 \$10.24 \$11.94 \$98.79 <hr/> 419.49	164-132 Stage 2 consumables

File folder pocket x4 Text type posters Incentive charts	<ul style="list-style-type: none"> Scholastic school essentials <u>yet to be ordered</u> 	→				Teachers	\$79.96 \$ 99.00 \$9.99 <hr/> 188.95	164-132 Stage 2 consumables
Class budgets Word globes x 4	<ul style="list-style-type: none"> School resources for throughout the year 				→	Leader/ Teachers	\$ 500 \$40 <hr/> \$540	164-132 Stage 2consumables

Cambridge Park Public School Management Plan 2016

Program Leaders: Jennifer Hines

Program: Classroom Organisation

Intended Outcomes: Equipment purchased to support the education of all Stage 3 students.

Total Budget: \$3320

Indicators of success	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4		Cost	Dissection
Provide exercise books	Purchase general teaching supplies such as books, pencils, glue sticks, paints, brushes etc \$10 per child 125 students \$1250					Jen Hines	\$1250	164-133 S3 global consumables
Provide classroom supplies for teachers.	PVA glue X4 = \$36.60						\$140	164-133 S3 global consumables
Provide a classroom budget so that all teachers can purchase supplies to support KLAs.	Set of class pencils 12 boxes per term X 4 =48 Cost \$192 White board markers 48pks x \$6.61= \$320 Purchase textas, pens, folders, white board markers, whiteboard spray, white board rubbers White board spray X 4 = \$13.20 Drawing cartridge paper 297 X 420 Science Experiments Term 1 Reward Cards stage meetings and assembly \$200 Class teacher Budget to purchase novels, craft supplies, stickers, and reward cards, cooking ingredients Senior Reward Card Opportunities Resources and materials to support the rewards of being a successful senior of the school \$400 BBQ, morning tea, book selections						\$320	164-133 S3 global consumables
							\$13	
							\$73	
							\$200	164-133
							\$200	S3 global
							\$400	consumables
							\$400	164-133
								S3 global
								consumables
								164-133
								S3 global
								consumables

Milestone	Strategies	Timeline				Responsibility	Resource Allocation and Funding Source	
		T1	T2	T3	T4	Personnel	Cost	Dissection
Provide appropriate, specialist classroom, teaching and personal hygiene resources to assist with the implementation of IEP goals	Purchase general teaching supplies such as books, pencils, glue sticks, paints etc				→	Classroom teacher/AP Support	Approx. \$20 per child \$800	164-134 Global stage consumables
	Purchase hygiene supplies such as sanitiser, gloves, wipes etc (Hygiene grant)				→	AP support / SLSO's	\$400	Hygiene Grant
	Purchase special ed specific resources and supplies as required through literacy/numeracy/social skills assessment and IEP development (Tied funds)				→	Teachers/ AP Support	\$300 per class Total = \$1200	431-795 2016 TIED FUNDS
Provide safe and stimulating enclosed playground environment, to assist with the implementation and achievement of IEP social skills goals	Purchase stimulating equipment required in enclosed play area for students to achieve social skills goals in safe environment (Eg Vuly trampoline x 2 @ \$1500 each, replacement sand for sandpit)				→	AP Support	\$1217.50 + <u>\$2282.50 =</u> <u>\$3500</u>	431-795 2015 TIED FUNDS 414-790 Ram Low Socio resources
					→	AP Support/SLSO	6 x \$190 = \$1140	414-700 Ram Low Socio SLSO
					→	AP Support/SLSO	6 x \$190 = \$1140	414-790 Ram Low Socio SLSO
To improve the educational outcomes for all students enrolled in support unit classes by providing a safe, enriching classroom, playground and wider community	Employ SLSO to support Yr 6 students with transition programs to high school in term 4				→	AP Support/SLSO	6 x \$190 = \$1140	414-700 Ram Low Socio SLSO
	Employ additional SLSO as needed to provide support to students while on excursions				→	AP Support/SLSO	6 x \$190 = \$1140	414-790 Ram Low Socio SLSO

<p>environments</p> <p>To improve the educational outcomes for all students enrolled in support unit classes by providing a safe, enriching classroom, playground and wider community environments</p> <p>Develop basic communication routines and implement IEP's and behaviour support plans in a safe environment thereby allowing greater access to the curriculum and the development of appropriate behaviours and relationships with peers and teachers for high risk students.</p>	<p>Review student placement and progress in support classes annually</p> <p>New scheme teacher released to collect and annotate evidence for accreditation (2 days per teacher)</p> <p>Provide additional intensive one to one SLSO support as required to assist MC students with very high risk behaviours</p> <p>Deepa released with AP support to work on Newly Appointed Teacher mentoring program</p>					<p>CRT / AP Support</p> <p>CRT /AP support</p> <p>AP Support/SLSO</p> <p>AP Support</p>	<p>4 days @ \$500 per day = \$2000</p> <p>Refer to notes below</p> <p>\$10404 (306 SLSO hours)</p> <p>\$7146.90</p>	<p>414-690 Ram Low Socio teacher days</p> <p>163-700 Special Ed untied</p> <p>361-260 Professional Learning</p>
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Cambridge Park Public School Plan 2016

School Priority Area:

Program: Release from Face to Face

Program Leader: Erica Bell

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

Total Budget: \$1250

Indicators	Strategies	Time Frame				Responsibility	Resource Allocation & Funding source	
		T1	T2	T3	T4		Personnel	Cost
Provide classroom supplies for teachers and students	Semester One 2016 <ul style="list-style-type: none"> • Laminating Sheets x8 (\$189.76) • Art paper x4 reams • A4 paper x1 box • Plastic Sleeves x8 (\$21.60) • Manilla Folders x8 (\$29.76) • Whiteboard Markers x8 (\$139.28) • Oil pastels x15 (\$58.80) • Sharpies x30 (\$47.10) • Brannex squares x4 (\$20.72) • Post its big box x8 • Pens x8 • Blue tac x8 (\$11.84) • Art supplies 	→				Personnel Erica	\$950	165-790 Cross Curriculum resources
Provide classroom supplies for teachers and students	Semester Two 2016 Replenish supplies for RFF teachers	→				Erica	\$300	165-790 Cross Curriculum resources