

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



Ashford Central School



School Plan 2010 - 2012

Extract from School Plan for 2010

School context							
<p>Ashford Central School is a K-12 central school with an enrolment of 183 students. The primary department (K-6) has 92 students, while the secondary department (7-12) has 91 students enrolled. 16% of our students are Aboriginal.</p> <p>Ashford Central School caters for students from the village of Ashford (population 570) and the surrounding agricultural district. Some of our students travel up to 60 kilometres by bus to attend school.</p> <p>Ashford Central School is supported by the Priority Schools Program, Country Area Program and is a Priority Action School.</p> <p>Ashford Central School will have a total teaching staff allocation of 17.651 in 2009. The primary department has 5.451 while the secondary department has 12.2 teachers. The school is supported by a School Administration and Support Staff allocation of 4.998.</p>							
Priority Areas (3 year horizon)							
<p>The school has a tradition of excellent academic results. The priority of Ashford Central School is to maintain these standards within the context of a changing demography of the Ashford district.</p> <p>This will be achieved through targeted emphasis on the teaching of literacy and numeracy across the school. Staff will be up-skilled to use the latest technology and teaching strategies to engage students in their learning. There will also be a strong emphasis on improving already impressive levels of attendance and retention of students.</p>							
Targets							
2010							
<p>Year 3, 5, 7, and 9 to show growth in NAPLAN literacy and numeracy commensurate with state average</p> <p>School Certificate and Higher School Certificate English and Mathematics results show growth commensurate with state average</p> <p>Achieve attendance rates above state average in all stages of the school</p> <p>Achieve an 85% retention rate from Stage 5 to Stage 6</p> <p>Progress the 75% completion rate of Stage 6 in 2009 to 85% by 2011.</p>							
The plan has been endorsed and approved by:							
Principal:		Date:		School Education Director:		Date:	

Principal's initials: _____

School Education Director's initials _____

Priority Area: Literacy

Intended Outcomes:

- Increased levels of literacy achievement for every student in line with State Plan targets
- Diminished gap in literacy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of literacy learning in Kindergarten.

Targets: 2010

- Years 3, 5, 7, and 9 to show growth in NAPLAN literacy commensurate with state average
- School Certificate and Higher School Certificate English results show growth commensurate with state average.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Primary staff use Accelerated Literacy as part of their daily teaching.	Train casual primary staff in Accelerated Literacy and continue to support primary staff in implementation of accelerated Literacy. Release Assistant Principal to support all Primary staff in the implementation of Accelerated Literacy Program and target improvements in the Primary Department.	←	→	→	Assistant Principal	\$12,000 NP	NP 4
Consistent delivery of Accelerated Literacy in the primary department	Ongoing upskilling of primary staff in Accelerated Literacy through training and development	←	→	→	Assistant Principal	\$5,000 PAS	NP 4/1
Secondary staff use the Reading to Learn program as part of their daily teaching	Release Head Teacher (SS) to support all secondary staff in the implementation of Reading to Learn. Program target improvements in literacy in the Secondary Department.				All secondary staff Head Teacher Secondary	\$17,000 NP	NP 4

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
	Head Teacher (SS) to train all secondary staff who haven't completed Reading to Learn in program principles.	←	→		Head Teacher secondary	\$5,000 PAS	NP 4
Student improvement in Reading Recovery levels	Train teachers in the Reading Recovery Program	←	→		Assistant Principal - Reading Recovery Teacher	TPL \$2,000	
Writing tasks in school utilise NAPLAN marking criteria	Selected teachers participate in NAPLAN marking	←	→		Staff	TPL \$2,000	
Teachers attend regional network meetings	Teachers provided with access to regional network groups	←	→		Selected staff		
QTF engagement identified in teaching programs	Teachers' programs in English demonstrate engaging lessons as part of the Quality Teaching Framework through Developing Critical Literacy workshops	←	→		All K-6 staff & secondary English staff		
Teaching units have corresponding NAPLAN questions discussed in all KLAs	NAPLAN assessment questions are included in all teaching units in all KLAs and time allocated for test preparation and practice	←	→		All teachers		
English teaching programs contain NAPLAN questions as a focal point	NAPLAN questions are examined in English units that correspond with the syllabus	←	→		All K-6 staff & secondary English staff	TPL	
Assessment tasks comply with DET and Board of Studies' assessment policies	Assessment tasks are in common format across the school stages	←	→		All Teachers	TPL	
Investigate joint assessment between BABE schools	Use of joint programming, teaching and assessment between schools to promote competition	←	→		BABE secondary English teachers	TPL	

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Effective transition program between primary and secondary departments	Middle School transition program to facilitate better understanding and extension of students between stage 3 and stage 4	←	→	→	Middle School Teachers	PAS \$10,000	NP 4
Decrease the proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets	Use whole school planning processes to identify aspects of literacy underperformance for particular student cohorts and for individual students	←	→	→	All Teachers		
	Individual learning programs will be implemented for identified students	←	→		All Teachers	PSP \$2,000	
Implement action plan	All school teaching staff are led through NAPLAN data	←	→	→	Executive Teachers		
	Withdraw Year 2-8 students who are experiencing difficulties with reading to undertake modified Reading Recovery lessons or MULTLIT program	←	→	→	Reading Recovery Teacher	\$12,000 NP	NP 4
	Literacy program run in conjunction with pre-school using trained teachers with pre-school staff, 1 day per week	←	→	→	Assistant Principal	\$20,812.50 NP	NP 4
	Speech pathologist conducting remediation program with identified students P-8, 1 day per week	←	→	→	Principal	\$20,000 NP	NP 4
	Annual evaluation of NAPLAN data is carried out and action plan developed	←	→	→	Executive Teachers	PSP \$2,400	

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Increase the proportion of students meeting or exceeding literacy proficiency standards in accordance with the State Plan Targets	Use whole school planning processes to evaluate the quality of literacy teaching. Implement school-based, regional and state-wide professional learning programs that will increase teachers' capacity to identify and address students' literacy learning needs. This will include literacy and numeracy workshops for parents and in-school writing and debating workshops.	←		→	Executive Teachers	TPL	
Best Start entry-to-school assessment data is used to improve literacy achievement of students in the early years	Implement the Best Start Kindergarten Assessment Program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years' literacy teaching	←		→	Infants staff	TPL \$1,000	
Improved results in the NAPLAN for reading in Years 3-9	Encourage students to read more regularly by improving the range and quality of reading material available in the library—incorporating Lexile Program	←		→	Librarian	\$20,000 NP \$5,000 PSP	NP 4
Improve the results in the HSC in English for Stage 6 students	Local delivery of Standard English for the preliminary course. Purchase of tests, novels and materials to allow local delivery	←		→	English Teachers	\$10,000 NP	NP 4

Priority Area: Numeracy

Intended Outcomes:

- Increased levels of numeracy achievement for every student in line with State Plan targets
- Diminished gap in numeracy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of numeracy learning in Kindergarten.

Targets: 2010

- Years 3, 5, 7, and 9 to show growth in NAPLAN numeracy commensurate with state average
- School Certificate and Higher School Certificate Mathematics results show growth commensurate with state average.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Impact of K-12 Numeracy Policy on school teaching programs and student numeracy achievement	Implement the 2008 K-12 Numeracy Policy to guide teaching in schools and improve student numeracy achievement	←		→	Executive Teachers	\$15,000 PAS	NP 4
Lessons incorporate CMIT or CO strategies explicitly in teaching programs	Continue to implement the Count Me in Too or Counting On Program as part of regular teaching programs	←		→	Primary Teachers		
Staff use the appropriate programs as part of their daily teaching	Implement and train staff in the Quicksmart Program. Implement Quicksmart program for 24 students, Year 5 - 8	←		→	Assistant Principal and Quicksmart tutors		
Textbooks are not the primary teaching resource in the K-7 classrooms	Reduction on the reliance on textbooks as a major teaching tool. Use of a variety of teaching resources and strategies	←		→	All K-6 staff and secondary Mathematics Teachers		
Teachers attend regional network meetings	Teachers provided with access to regional network groups	↔			Head Teacher and Mathematics Teacher	TPL	

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
<p>Increased confidence in retrained first year maths teacher</p> <p>QTF engagement identified in teaching programs K-12</p> <p>Teaching units have corresponding NAPLAN questions discussed in all KLAs</p> <p>Assessment tasks comply with DET and Board of Studies' assessment policies</p> <p>Joint assessment between schools in stages 4, 5 & 6</p> <p>Effective transition program between primary and secondary departments</p>	<p>Develop mentor relationship between experienced maths teacher and retrained teacher in preparation for local delivery of general maths course in Stage 6</p> <p>Train K-12 staff and monitor the implementation of engaging mathematics programs</p> <p>NAPLAN assessment questions are included in all teaching units in all KLAs and time is allocated for test preparation and practice</p> <p>NAPLAN questions are examined in Mathematics units that correspond with the syllabus</p> <p>Assessment tasks are in a common format across the school stages</p> <p>Use of joint cohort teaching and assessment between schools to promote competition</p> <p>Middle Years' programs to facilitate better understanding between stage 3 and stage 4</p>	<p>←→</p> <p>←→</p> <p>←→</p> <p>←→</p> <p>←→</p> <p>←→</p>	<p>Mathematics Teachers</p> <p>All staff</p> <p>All staff</p> <p>K-6 teachers, secondary Mathematics Teachers</p> <p>Mathematics Teacher</p> <p>Assistant Principal, Head Teacher, all secondary staff</p>	<p>PSP \$2,000</p> <p>TPL</p>			
<p>Decrease the proportion of lowest performing students not meeting numeracy minimum standards in accordance with the State Plan targets</p>	<p>Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and for individual students</p> <p>All school teaching staff are led through NAPLAN data</p> <p>Annual evaluation of NAPLAN data is carried out and action plans developed</p> <p>KLAs or stages develop and implement action plans to focus on NAPLAN areas identified</p>	<p>←→</p> <p>←→</p>	<p>Assistant Principal, Head Teacher</p> <p>Assistant Principal, Head Teacher, Primary Executive</p>	<p>PSP \$2,400</p>			

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
STLA staff deliver numeracy support programs	STLA support is allocated on an identified needs basis between literacy and numeracy	←	→	→	3-4 Classroom Teacher		
Identified targeted students have personalised plans	Students are given programs to address areas of weakness in numeracy	←	→	→	Assistant Principals, Head Teachers and Aboriginal Education Officer		
Increase the proportion of students meeting or exceeding numeracy proficiency standards in accordance with the State Plan targets	Use whole school planning processes to evaluate the quality of numeracy teaching Establishment of extension maths class for Stage 2 and 3. Establishment of extension maths class for Stage 5	←	→	→	Assistant Principal	\$5,000 NP	NP 4
		←	→	→	Mathematics Teachers	\$5,000 NP	NP 4
Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years	Implement the Best Start Kindergarten Assessment Program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years' numeracy teaching	←	→	→	Infants Teachers	TPL	
Improved maths results in NAPLAN for Year 3 and Year 5	Release Assistant Principal to support the teaching of Mathematics K-6 and to provide regular statistic feedback on student performance	←	→	→	Assistant Principal	\$12,000 NP	NP 4
Improved maths results in NAPLAN for Year 7 and Year 9 and improved School Certificate results	Release of Head Teacher (Science) to support the teaching of Mathematics 7-10 and to provide regular statistical feedback on student performance	←	→	→	Science Teacher	\$12,000 NP	NP 4

Priority Area: Student Engagement and Retention

Intended Outcomes:

- School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential
- Quality teaching practices used for every student with particular attention to personalised learning
- A rigorous continuum of learning from K – 12 which provides for every student with particular emphasis on transition points
- Improved social and emotional wellbeing and skills for life for every student
- Increased parental engagement in supporting their child's learning
- Increased proportion of students completing Year 12 or recognised vocational training.

**Targets: 2010 – Achieve an 85% retention rate from Stage 5 to Stage 6
Achieve an 80% completion of Stage 6**

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
<p>Evidence that the Quality Teaching Model is being applied in all schools and through all Department professional learning and curriculum resources</p> <p>Increase the access of teachers to professional learning that focuses on delivering a rigorous curriculum for every student</p>	Strengthen implementation of the NSW Quality Teaching Model	←		→	All staff	TPL \$2,000	
	Teacher programs demonstrate aspects of the QTF	←		→	All staff		
	Assessment tasks continue to comply with DET and Board of Studies' assessment policies	←		→	All staff		
	Teachers undertake professional learning in their teaching areas	←		→	All staff	TPL \$5,000	
	Teachers undertake professional training in VET frameworks	←	→		Technics Teacher & D & T Teacher		
	Support the retraining of a teacher to address the identified need to fill the impending Mathematics void	←	→		Head Teacher & Mathematics Teachers	TPL	

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Improve student retention throughout schooling	Teachers continue to up skill in technology including the use of interactive whiteboards and the connected classroom	←		→	All staff	PSP \$8,200	
	Strengthen the orientation program for early stage 1 students	←		→			
	Foster a welcoming environment for stage 3 students and parents moving into stage 4	←		→			
	Encourage involvement of adult community members in stage 6 studies	←		→			
	Excursions – Access to curriculum based activities outside local environment	←		→	All staff	CAP \$6,200	
	Student leadership conference stage 3	←		→	Primary staff	CAP \$3,000	
Decrease the proportion of students achieving in the lower bands in accordance with State Plan Targets	Staff will be encouraged to undertake NAPLAN training and Smart Data analysis to develop appropriate strategies to address priority areas	←		→	Primary and secondary staff	TPL \$2,400	
Increase the proportion of students achieving in the higher bands in accordance with State Plan Targets	Implement strategies to maintain student attendance rates such as written communication with parents	←		→	Principal, executive		
Maintain student attendance rates throughout schooling	Whole school cultural extension activities such as dance, music, drama, self defence, leadership etc	←		→	Principal and visiting skills teachers	\$10,000 NP	NP 6
	Strengthen implementation of proactive student wellbeing approaches by updating the school developed positive welfare system to more fully recognise senior students.	←		→	All staff		
Increased take-up of proactive student wellbeing approaches	Employ a Welfare Teacher to work with 'At Risk' students - targeting students with attendance problems	←		→	Welfare Teacher	\$12,000 NP	NP 6

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
<p>Increase the proportion of students completing either year 12 or recognised vocational training</p> <p>School supports vocational education in its curriculum to further develop skills for life</p>	<p>Continue liaison with DSDE staff to develop more relevant, achievable programs</p> <p>Provide school, Boslo and DSDE support to better inform year 10 students and parents of the educational opportunities in stage 6</p>	←————→			BOSLO, DSDE, staff, secondary staff	\$12,000 NP	NP 6
	<p>Offer a diverse curriculum that caters for students including Vocational Education – school based traineeships, apprenticeships, TVET</p>	←————→			All staff		
	<p>Employ a careers teacher who will specialise in matching interests/aptitudes/skills levels with career opportunities available, then organise excursions to match students with work experience and jobs</p>	←————→			Careers Teacher		
	<p>Engage with local community organisations to maximise support for every student including building opportunities for work-based and community-based learning.</p> <p>Joint employment of Community Partners co-ord and Sapphire Community of Schools</p>	←————→			Local community		
	<p>Principal</p>	←————→			Principal		
<p>Timetable with flexibility and increased subject choice</p> <p>Parents /carers report effective relationships with their school</p>	<p>Investigate more flexible timetabling to support curriculum delivery within the DSDE/BABE community</p> <p>Establish effective partnerships with families to support the learning of each child</p> <p>Maintain effective partnerships with families to support the learning of each child</p>	←————→			All staff	\$10,200 NP	NP 6
		←————→			All staff		

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
	<p>Investigate the development of an electronic school newsletter</p> <p>Establish specialist secondary teacher connections with Bonshaw PS with interest elective days</p> <p>Purchase school 8 seat wagon to allow students access to curriculum and cultural activities and workshops and staff to attend increased training demand with NP/Pas involvement</p>	↔			<p>SASS staff</p> <p>Secondary staff</p>	<p>\$6,000 NP</p> <p>\$35,000 NP \$5,000 Global Funding</p>	<p>NP 4</p> <p>NP 3</p>
	<p>Enhance learning opportunities for all students through the connected classroom strategy and through communities of schools</p> <p>Regular meetings of staff within our community of schools to enhance learning opportunities and promote public education</p>	↔	↔	↔	<p>All staff</p> <p>All staff</p>	TPL	
<p>Trained local teachers for the delivery of Hospitality and Primary Industries Vet Courses</p> <p>Modern Science equipment available for students</p> <p>Student's progress will be monitored by Student Incident Tracker</p> <p>Students will be more ambitious in their career choices and motivated to achieve higher standards</p>	<p>Train Ashford Central School teachers to deliver the Hospitality and Primary Industry Vet Courses to gain maximum advantage from the Trade Training Centre</p> <p>Purchase identified science equipment to allow all students access to the latest science equipment to maximise learning</p> <p>School will combine with other schools in the Sapphire Community of Schools to use the SIT program to monitor student progress</p> <p>Have senior students involved in the "Plan IT Youth" program. Upper primary school to be involved in an excursion to UNE (MEGS)</p>	↔	↔	↔	<p>Primary Industries Teacher Hospitality Teacher</p> <p>Science Teacher</p> <p>All Teachers</p> <p>Head Teacher Assistant Principal</p>	<p>\$10,000 NP</p> <p>\$5,000 PAS</p> <p>\$1800 NP</p> <p>\$15,000 PSP</p>	<p>NP 4</p> <p>NP 4</p> <p>NP 5</p>

Priority Area: Aboriginal Education and Training

Intended Outcomes:

Priority Area: Aboriginal Education and Training

Intended Outcomes:

- By the year 2012, Aboriginal student outcomes will match or better outcomes of the broader student population
- Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives
- Increased proportion of Aboriginal students completing year 12 or recognised vocational training
- Increased Aboriginal parental engagement in supporting their child's learning.

Targets: 2010 - Increase the number of identifies students on Personalised Learning Plans from 0% to 70%.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Impact of the Aboriginal Education and Training Policy is evident in school practice and programs	Implement the 2008 Aboriginal Education and Training Policy	←	→	→	All Teachers	TPL	
Trained ARCO and students/parents aware of position in school. School has a documented anti-racism program	School has trained Anti-racism Contact Officer (ARCO) and implements anti-racism education programs						
Aboriginal cultural activities in the school. Aboriginal perspectives in teaching programs	Aboriginal culture is promoted and celebrated within the school through activities and in teaching programs	←	→	→	All Teachers		
School functions start with the "Welcome to Country"	All school formal activities begin with "Welcome to Country"	←	→	→	All Teachers		
School has a documented positive welfare program that is being implemented	School is implementing a positive welfare program to encourage student success	←	→	→	All Teachers		

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Vocational education and increased subject choices are available to students	School implements a diverse curriculum that caters for the diverse learning needs of students	←	→	→	All Teachers		
Increase in the number of students undertaking vocational education	Aboriginal students have access to vocational education programs in the curriculum	←	→	→	All Teachers		
Increase participation of Aboriginal children and their families in quality transition to school programs	Implement high quality and culturally inclusive transition to school programs for Aboriginal students	←	→	→	Kindergarten Teacher		
Positive feedback from parents and students on the transition process	School allocates a worker to specifically assist Aboriginal students and families through transition	←	→	→	AEO		
Aboriginal community members report effective relationships with their school	Develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities	←	→	→	All staff		
Teacher or worker involved in parent/ student interactions with school	School has an Aboriginal teacher and worker to liaise with the Aboriginal community	←	→	→	Aboriginal Teacher & AEO		
School represented at AECG meetings	School is a member of and attends local Aboriginal Education Consultative Group (AECG)	←	→	→	Principal & AEO		
All Aboriginal and non Aboriginal students who perform below National Benchmarks in NAPLAN Tests will have Personalised Learning Plans	Employment of a staff member to develop and oversee the implementation of Personalised Learning Plans for all Aboriginal and other identified students	←	→	→	Principal	\$10,000 NP	NP 6

Priority Area: Teacher Quality

Intended Outcomes:

- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for school improvement
- Increased number of teachers accredited with the Institute of Teachers.

Targets: 2010 – 60% of staff to attend identified professional learning courses external to school

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Application of the NSW Quality Teaching Model through all departmental professional learning and curriculum resources.	Strengthen implementation of the NSW Quality Teaching Model	←→	→		Quality Teaching team leader, primary teachers	TPL CAP \$3,000	
Teacher learning is a key strategy in all school plans to improve student learning	Use whole school planning process to align student learning and teacher learning	←→	→	→	Executive		
School professional learning plan linked with the school improvement plan	Provide professional learning programs to support career development	←→	→	→	External training providers	TPL \$4,000	
Increase the access of teachers and school leaders to professional learning for career development	School has a professional learning plan that addresses school improvement needs through the professional learning of staff	←→	→	→	Executives		
	All teachers have a professional learning plan with appropriate training to meet their needs. Staff to access regional network groups	←→	→	→	All staff	PSP \$1,000	
		←→					

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
<p>Increase teacher and school leader participation in programs that build capacity and school improvement</p> <p>Increase number of executive staff and potential executive staff completing PLLDD Programs</p> <p>Early Career Teacher professional learning plan includes accredited courses</p> <p>Support all Early Career Teachers through professional growth programs and various mentoring support approaches</p>	Build teacher and school leader capacity to support school improvement and student learning	←		→	All staff	TPL \$4,000	
	Teachers and executive participate and complete PLLDD Development Programs such as Executive Leadership Development Program (ELDP) or Team Leadership Programs		←	→	Executive Teachers	TPL \$ 4,000	
	Early Career Teachers attend registered professional development programs	←		→	Early Career Teachers and identified mentors		
	All Early Career Teachers have an allocated trained mentor	←		→	Early Careers Teachers/ Executive	TPL \$2,000	
	Early Career Teachers have a professional learning plan and support designed to meet accreditation requirements of the NSW Institute of Teachers	←		→	Early Careers Teachers/ Executive	TPL \$2,275	
<p>Increase the number of teachers accredited with NSW Institute of Teachers</p> <p>Number of teachers engaged in professional learning to maintain accreditation</p>	Accessible registered professional learning available state wide across all elements of the professional teaching standards		←	→	Executive	TPL \$2,275	
	Teachers attend professional learning that is accredited with the NSW Institute of Teachers			↔	All staff		

Priority Area: Connected Learning

Intended Outcomes:

- Enhanced state-wide access to digital educational resources for learning and teaching and for teacher professional learning
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning
- Broader curriculum options for every student through information and communication technologies and communities of schools.

Targets: 2010 - Increase the number of staff trained in the use of ICT from 25% to 50%

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Increase the integration of information communication technologies into the teaching and learning programs of all NSW government schools	Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning	←	→	→	Principal, executive, staff, students and community		
	Upgrading of school network including re-cabling and new hubs (1GB) with back up stage storage	↔			TSO	\$30,000 PAS	NP 3 & 4
	Employment of technology support officer for additional 3 days per week	←	→	→	TSO	\$30,000 PAS	NP 3 & 4
	Establishment of MOODLE service to allow students to access work and assessment tasks from both home and school	←	→	→	TSO	\$1,000 PAS	NP 3 & 4
Evidence that students are being offered broader curriculum options and are more engaged in learning	Curriculum expansion through video conferencing Improved access to curriculum through joint school delivery and improved teacher skills	←	→	→	Dubbo SDE, BABE schools' staff Dubbo SDE, BABE schools' staff	PSP \$1,000	

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding Source	NP Reform Number
		10	11	12			
Each NSW government school will effectively use interactive classroom technologies	Implement interactive classrooms to better meet the learning needs of 21 st century students	←	→	→	Executive staff		
	Purchase and instillation of three interactive whiteboards to provide access in all classrooms.	←	→	→	TSO	\$19,200 PAS	NP 3 & 4
	Purchase of four network compatible printers for the school network	←	→	→	TSO	\$2,400 PAS	NP 3 & 4
Increase teacher participation in professional learning in information communication technologies	Develop staff capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources	←	→	→	Teaching, SASS staff, PSP Consultant	\$18,821 CAP	
	Teachers are provided with personalised training to allow them to utilise interactive technology. Activities include Smart Training, Smarter & Sassier, Technology Camp. LAMS/MOODLE, 1st Professional Development & Information & Communication Technology	←	→	→	Executive staff		
Evidence of positive impact of ICT learning tools, interactive technologies and ICT-based curriculum resources on student engagement and learning Evidence of interdependent approaches being adopted by groups of schools and their various learning partners	Improve student access and capacity to use information and communication technologies to enhance their learning through the purchase of ICT items	←	→	→	All staff		
	Students contribute to school website development		←	→	Technology advisor, staff and students, Melinda Kent and Years 9/10	\$4,000 PSP	
	Students develop advertising and marketing of the school using ICT			↔	Local business, students, staff		
	Extend learning opportunities for students and teachers across communities of schools	←	→	→	DSDE / BABE students, staff	\$1,000 PSP	
	Professional learning activities are jointly shared and delivered through communities of schools	←	→	→	DSDE / BABE students, staff		
Schools work collaboratively in a community of schools through improved transition and joint activities	←	→	→	DSDE / BABE students, staff			

NATIONAL PARTNERSHIP

SUMMARY

Budget \$242812.50

AP Release for AL	\$12,000	NP 4/1
HT Release for R to L	\$12,000	NP 4/1
Withdraw Year 2-8 students For R/R or MULTLIT	\$12,000	NP 4
Literacy Program for Preschool	\$20,812.50	NP 4
Speech Pathologist	\$20,000	NP 6
Purchase of reading materials	\$10,000	NP 4
Purchase of materials for Local delivery of Stage 6 English	\$10,000	NP 4
Employment of Community Liaisons Officer	\$10,200	NP 6
Establishment of extension Maths classes in Stage 2, 3 & 5	\$10,000	NP 4
AP release for improvement in Maths	\$12,000	NP 4/1
HT release for Maths	\$12,000	NP 4/1
Whole school cultural excursion	\$10,000	NP 6
Welfare Teacher	\$12,000	NP 6
Careers Teacher	\$12,000	NP 6
Community Partners Co. Sapphire Community of schools	\$5,000	NP 6
Links with Bonshaw PS	\$6,000	NP 4
Vet teachers trained for PI and Hospitality	\$10,000	NP 4
SIT Program with Sapphire Community of Schools	\$1,800	NP 5
Employment of staff to develop PLP for Aboriginal students	\$10,000	NP 6/3
Purchase of school car to facilitate travel to TPL demands associated with PAS / NP / PSP / CAP etc.	\$35,000	NP 3

PAS

SUMMARY

Budget \$120,000

Middle School transition program	\$10,000	NP 4
Evaluation of NAPLAN data	\$2,400	NP 5
Purchase of Science equipment	\$5,000	NP 4
Upgrade of computer network cabling	\$30,000	NP 3 & 4
Employment of TSO for 3 days	\$30,000	NP 3 & 4
Establishment of Moodle service	\$1,000	NP 3 & 4
Purchase 3 SMART Boards	\$19,200	NP 3 & 4
Purchase 4 printers	\$2,400	NP 3 & 4
Implementation of Quicksmart	\$15,000	NP 4
Training of staff for R to L	\$5,000	NP 4

PSP
SUMMARY
Budget \$35,500

Release of A L co-ordination training	\$6,000
Purchase of reading material	\$5,000
Purchase of hands on numeracy materials	\$4,000
Maths teacher mentoring program	\$2,000
Technology training for staff	\$8,000
Plan IT Youth & MEGS program	\$10,000

CAP
SUMMARY
Budget \$30,000

Excursions	\$9,600
National Youth Leader Day	\$3,000
Smart training	\$1,800
Smarter & Sassier	\$1421
Technology Camp	\$1800
LAMs / MOODLE	\$6,000
CAP Monitoring	\$1,800
1st Professional Development	\$2,500
Information & Communication Technology	\$3,500