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| SCHOOL PLAN 2012 -2014 | | |
| SCHOOL CONTEXT | | |
| Ardlethan Central School is a K-12 rural school in the Riverina Region, South Western NSW. Our mission is to deliver quality education and training that inspires all students to succeed. The school is the hub of the Riverina Access Partnership, a highly successful and innovative connected learning community delivering Preliminary and HSC courses to students across a partnership of schools. Ardlethan Central School provides a wide range of successful programs with a high proportion of students representing the school and achieving to a high standard at Regional, State and National level in academic, cultural and sporting pursuits throughout the Primary and Secondary faculties. The strength of the school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12. Destination surveys highlight successful school to work initiatives, whereby students only leave school for permanent work, further study or tertiary entry of their choice.  The 2012 – 2014 school improvement plan is the result of extensive school community consultation and the formation of specific teams including, Situational Analysis and Strategic Planning teams. From the extensive data analysis specific priority areas have been identified. Subsequently a major focus of the 2012 – 2014 School Management Plan will be the targeting of Literacy, specifically reading in the early years (K-4). In regards to Numeracy the school is attaining overall growth in learning (from Years 3 – 9) as measured by NAPLAN above State average. We will over the next 3 years further concentrate on Middle School attendance, engagement and retention strategies. Currently Junior Secondary attendance patterns have been below that of both Primary and Senior Secondary students for the last 3 years. In leading and managing the school a strong focus will be of “Assessment for and of Learning” in order to provide further individualised learning opportunities for students. Another target is aligning the Professional Learning goals of staff with the strategies detailed in the School Management Plan. | | |
| SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S | |
| School priority areas have been established in line with the NSW Office of Schools Plan and the Riverina Regional Plan and associated targets. The 2012 – 2014 priority areas are:   * Literacy * Numeracy * Engagement and Retention * Leadership and Management | * Literacy: Improve overall Literacy K-12, specifically targeting reading and spelling. Leading to an improved performance in external & internal assessment data. * Numeracy: Improve overall Numeracy K-12, specifically targeting number patterns and algebra. Leading to an improved performance in external & internal assessment data. * Engagement and Retention: Increase community, parent, student and staff engagement. * Leadership and Management: A process of “Assessment For and Of Learning” is integrated throughout the school. | |
| TARGET/S | | |
| ***Literacy***   * Improve our Year 3-5 growth in reading performance as measured in NAPLAN (on a rolling 3 year average) by 10 points at the end of 2014. Current 2008 – 2010 benchmark in growth of learning is 75 points. * Improve Year 1-10 literacy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 87% by 2014. Current 2008 – 2010 benchmark is 80%.   ***Numeracy***   * Improve our overall value added growth in numeracy by 10 points as measured by NAPLAN testing. Current value added growth benchmark in learning is 61 points (3 year average 2008 – 2010). * Improve Year 1-10 numeracy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 85% by 2014. Current 2008 – 2010 benchmark is 78%.   ***Student Engagement and Retention***   * Improve aggregated 3 year attendance profile of Junior Secondary Students from 89% to 92% by 2013. * School to work destination surveys highlight that all students are leaving school to attain permanent work or gain tertiary studies of their choice.   ***Leadership and Management***   * All staff develop Professional Learning Plans, in accordance with personal and school goals. | | |
| PRINCIPAL’S SIGNATURE: | | SED ENDORSEMENT DATE |

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| SCHOOL IDENTIFIED PRIORITY  Literacy | | | | | | | | | |
| Improved student achievement in Literacy from Years 3-12. Leading to an improved performance in external testing and internal A-E report data | TARGET/S | | * Improve our Year 3-5 growth in reading performance as measured in NAPLAN (on a rolling 3 year average) by 10 points at the end of 2014. Current 2008 – 2010 benchmark in growth of learning is 75 points. * Improve Year 1-10 literacy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 87% by 2014. Current 2008 – 2010 benchmark is 80%. | | | | | | |
| STRATEGIES | | INDICATORS | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Accelerated Reading Program Strategies incorporated throughout the middle school across stages 2 - 4. Develop timetables and rosters for all middle school students to be involved in program. Further PL provided to teachers and volunteers participating in program, specifically targeting modeled, guided and independent reading strategies. | | * Student reading and comprehension growth as indicated by Accelerated Reading growth. * Improved Value Added NAPLAN reading growth in years 3-5, 5-7 & 7-9. | | **✓** | **✓** |  | AP – STLA and AR - TEAM | 3 | $2000 AR Program –  Budget  $2000 AR Texts - P&C |
| Middle School Learning Centre program focusing on specific units of work targeting literacy needs such as grammar, writing, research skills, technology, public speaking, publishing skills.  Gifted and Talented programs utilising higher order thinking skills. (Refer Engagement and Retention) | | * Value Added growth of students in higher bands of NAPLAN exceed State Growth. * Student engagement & participation in Spelling Bee competitions. | | **✓** | **✓** |  | Middle School Team (STLA, Careers, Primary and Secondary Teachers) | 4 | 2 periods week/Cycle  NSP - $10 124 |
| Consolidate resourcing and teaching of Accelerated Literacy strategies throughout stage 1 – 4 classes. Further develop class sets (AL) texts and teaching resources through enhancing JRAP and joint programming initiative. | | * Teachers literacy programs. * Reading running records * Internal student reports (Semester 1 and 2) and internal assessments. * Class observations | | **✓** | **✓** | **✓** | Primary and Secondary Literacy Team | 3 & 6 | $2000 AL Texts P&C  PL - JRAP Planning days $2000 |
| Provide further TPL opportunities for secondary staff in Secondary Literacy Strategies (2LS).  Integrate Super Six literacy strategies throughout the school that focus on reading and comprehension. | | * Implementation of super six literacy strategies throughout secondary teaching and learning programs. * Term 1 2012 SDD PL Implementation of Super six strategies. | | **✓** | **✓** |  | Secondary Team | 5 | PL - 2LS course $3000 |
| Develop Primary/Secondary teachers and parents in THRASS Spelling strategy. Provide Professional Learning to all staff in strategy and resource classrooms with THRASS reading charts.   * Incorporate spelling rules in whole school spelling strategies | | * Improvement in NAPLAN spelling results across all stages the school. * Spelling list records/results * Student engagement & participation in Spelling Bee competitions. | | **✓** |  |  | Primary and Secondary Literacy Team | 5 | $1000.00 |
| Provide TPL opportunities to all Primary teachers in  Focus on Reading Years 3-6 during 2013 and 2014. Continue to embed Accelerated literacy pedagogy and strategies throughout 2012. | | * Teachers literacy programs. * Internal student reports (Semester 1 and 2) and internal assessments. | |  | **✓** | **✓** | Primary Team | 5 | N/A 2012 |

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| SCHOOL IDENTIFIED PRIORITY  Literacy | | | | | | | | |
| Improved student achievement in Early Years Literacy (K-2). Leading to an improved performance in external testing and internal Best Start and A-E report data. | TARGET/S | * Improve Year 1-10 literacy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 87% by 2014. Current 2008 – 2010 benchmark is 80%. | | | | | | |
| STRATEGIES | INDICATORS | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Student Literacy Learning Centre utilizing MULTLIT strategies. Utilize STLA and Paraprofessional to incorporate and tutor students in literacy strategies based on learning profiles/needs of students.  Volunteers Tutoring program: Parents/community volunteers trained by STLA to support reading programs. | * Reduce by 10% number of students in the bottom 2 NAPLAN bands in Year 3 reading from the 3 year average (2008 – 2010) of 35%. * Learning centre records and lists of students. * Multilit assessment records. * Individual learning profiles. | | **✓** |  |  | * AP - STLA & Chaplain. | 4 | $1000 – Library  Chaplaincy Program  NSP $4614 – SLSO |
| Best Start literacy program consolidated in Early Stage 1 and Stage 1 classes.  Professional Learning plan for Best Start Teacher to incorporate (Best Start Literacy Initiatives):   * Language, Learning and Literacy (L3) and * Quality Literacy Teaching in the Early Years * THRASS spelling strategies | * Best Start assessments (cluster of markers) indicate value added improvement for all students in reading and spelling. * PL Plans/records * Literacy learning profiles produced for all Early Stage 1 and Stage 1 students. | | **✓** | **✓** | **✓** | * Best Start Leader - AP * K-2 teachers |  | PL $500 |
| Reading Recovery strategies implemented for Stage 1 students.  Allocate supplementary staffing to support continuation of Reading Recovery Program. | * Running records from reading recovery indicate student improvement in reading and comprehension. | | **✓** | **✓** |  | Reading recovery tutor | 3 | $9000.00  0.3 staffing NSP |
| Incorporate Modeled, Guided and Independent reading strategies into Early Years (K-4) Reading Groups and Home Reading programs.  Train K-2 parents in Schools spelling programs (Thrass) and supporting home reading program. | * Home Reading levels/records * Volunteer reading program roster * Survey parents re: importance of teaching your child to read. | | **✓** | **✓** | **✓** | * AP - STLA * Primary Team | 5 | P&C $1500 |
| Incorporate Speech pathology programs and utilize “Early Years Language Development Kits” in Pre – School, Early Stage 1 and Stage 1 classes. | * Aides lesson direction/plans incorporate strategies from Early Years Language Development Kits. | | **✓** | **✓** | **✓** | * Best Start Leader - AP * Chaplain | 5 | 2 days release  $600.00 |

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| SCHOOL IDENTIFIED PRIORITY  Numeracy | | | | | | | | | |
| Improved student achievement in Numeracy K-12. Leading to an improved performance in external testing and internal A-E report data. | | TARGET/S | * Improve our overall value added growth in numeracy by 10 points as measured by NAPLAN testing. Current value added growth benchmark in learning is 61 points (3 year average 2008 – 2010). * Improve Year 1-10 numeracy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 85% by 2014. Current 2008 – 2010 benchmark is 78% | | | | | | |
| STRATEGIES | INDICATORS | | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Appoint “Middle Years” mathematics teacher. Concentrating on Primary and Secondary mathematics classes across stages 3 – 6. Develop National curriculum cross Stage programs. | * Cross stage classes established throughout middle years. * Scope and sequence programs . | | | **✓** | **✓** |  | Sec STLA Prim/Sec math team | 1, 2, 5 & 6 | NSP Staffing $56 014 |
| Establish NAPLAN Analysis days within school and across Partnership schools. Teachers programs specific lessons to meet student needs.  Mathemetics team maps where mathematics is taught across KLAs and support staff to teach specific numeracy strategies within their KLA.  Continue Implementation of Mathletics program | * Analysis days held (JRAP and RAP virtual faculty minutes). * T&L programs reflect mathematics strategies (NAPLAN Startegies).   All mathematics teachers trained in NAPLAN data analysis to identify learning needs of students. | | | **✓** | **✓** | **✓** | Primary and Secondary Maths Team | 4, 5 & 6 | PL Days $2000.00 |
| Mathematics scope and sequence program revised and implemented K-10 incorporating National Curriculum Syllabus implementation.  Key ideas program further developed by primary staff to include Scope and sequence, focusing on a "Middle School" continuum (K - 10) | * K-10 Scope/Sequence * Key ideas program implementation * NAPLAN Value added growth 3-5, 5-7, 7-9 (above minimum growth expectations) | | | **✓** | **✓** | **✓** | Primary and Secondary Numeracy Team | 5 | DET budget |
| Professional Learning for Best Start teacher in   * Targeted Early Numeray (TEN) and * InTENsive numeracy support | * PL records * Year 3 NAPLAN results * School based assessment/reports | | | **✓** | **✓** | **✓** | Best Start Teacher |  | PL $500.00 |
| Consolidate “hands on” resources in Count me In and Count me In Too. Continue Professional development Mathematics teachers.   * Counting On, Count me in and CMI2 * Riverina Maths Association Conference * Taking Off With Numeracy (TOWN) | * Count me in/on resources/stocktake. * Year 3 – 9 Naplan data * School based assessment reports improvement top 3 grades (A, B & C). | | | **✓** |  |  | Primary Team | 5 | Primary Budget $1000 |
| Enhance Mathematics Virtual Faculty relationships throughout the Riverina Access Partneship across stages 3 – 6. Develop and implement   * Scope and sequences * Assessment tools of/for learning * Consistent teacher Judgement * Shared Professional Learning | * Regular faculty meetings and network days to develop assessment tools, programs and scope/sequences. * JRAP Maths faculty minutes/meetings * RAP and JRAP teachers have joint PL opportunities. | | | **✓** | **✓** |  | Primary Secondary Maths Team and JRAP Team | 6 | NSP Staffing release WSS: $3000.00  = 10 days |

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| SCHOOL IDENTIFIED PRIORITY  Engagement and Retention | | | | | | | | | |
| Engagement and Retention: Increase overall community, parent, student and staff engagement as measured by:   * attendance, * community participation, * school to work and tertiary study transition, * school, community and industry partnerships. * student, community and staff satisfaction | | TARGET/S | * Improve aggregated 3 year attendance profile of Junior Secondary Students from 89% to 92% by 2013. | | | | | | |
| STRATEGIES | INDICATORS | | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Middle School Learning Centre (refer: Literacy strategy)   * Develop Student Learning profiles (Term 4 each year) and vertically stream Years 5/8 students based on literacy/numeracy needs. Into 3 – 5 small classes. Timetable 2 x 53 minutes per week * STLA , Careers, Primary and Secondary Elective teachers develop units of work adopting Literacy and School to Work focusing on relevance and practical needs of targeted literacy strategies. * Students rotate through 4 “Elective” classes of 8 – 10 weeks duration. 1 x specific literacy remediation based on learning profiles, 3 x School to work style lessons focusing on relevance of literacy strategy to practical needs of work. | * Student Learning Profiles * NAPLAN Value Added Growth of Students. * Post School Destination Surveys. * School to Work learning plans. * Decrease by 10% the number of students recording attendance rates below 85% by 2014. | | | **✓** | **✓** |  | STLA and Data Analysis team.  Middle School Team (STLA, Careers Teacher, Primary and Secondary Teachers) | 3 | PL days Learning profiles $1000  NSP Distributed staffing $11 000 re: release |
| Utilise flexible Primary and Secondary whole School staffing strategies:   * Create specific Middle School transition class in Literacy, Numeracy and Technology (ie: Year 6/7). * Provide PL opportunities for Secondary Literacy/Numeracy teachers to support the teaching of stage 2/3 classes. * Implement Year 8/9/10 Elective Pathways for students. Based on Technology subjects and incorporate Technology Mandatory requirements. | * Accelerated Literacy stage 3/4 programs and assessment. * Accelerated Literacy stage 3/4 programs and assessment. * Year 8/9/10 Elective Programs and Assessment. * Student/Parent Engagement and Satisfaction surveys (pre/post). * Student/Parent Engagement and Satisfaction surveys (pre/post). | | | **✓** | **✓** | **✓** | Executive Team | 2 & 3 | WSS component NSP Shared positions  $2 000 |

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| SCHOOL IDENTIFIED PRIORITY  Engagement and Retention | | | | | | | | | |
| Engagement and Retention: Increase overall community, parent, student and staff engagement. | | TARGET/S | * School to work destination surveys highlight that 100% of students are leaving school to attain permanent work or gain tertiary studies of their choice. | | | | | | |
| STRATEGIES | INDICATORS | | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| All KLA's focus on "authentic learning" strategies linking KLA content to the world of work, increasing relevance of lesson content to students.   * Establish direct partnerships between school and local industries. Expand School Based Apprenticeship and Traineeship programs. * KLA's focus on employment related skills in lesson plans and programs. Promote understanding of parent body through joint open days and information sharing. * Incorporate “Term 5” Careers style interest electives for last 2 weeks school focusing on ‘School to Work” initiatives | * Increase in community organisations participating in work placements, apprentice ships traineeships. * Success School Based Traineeships and apprenticeships. * Destination surveys indicate 100% students leaving school only for permanent work or tertiary study. * Decrease by 10% the number of students recording attendance rates below 85% by 2014. | | | **✓** | **✓** | **✓** | Careers Teacher | 6 | Release Careers teacher using WSS component |
| Consolidate Transition programs   * Pre School, Kindergarten, Year 6 -7 & Year 10 – 11 * School Based Apprenticeships/ Traineeships | * Transition plans at all key stages. * Parent/student satisfaction surveys re: implementation. | | | **✓** | **✓** | **✓** | Executive Team  Careers Teacher | 6 | $2000 Transition programs |
| Monitor attendance and develop an early intervention system/strategy to improve attendance rates of students below 85% attendance.   * Utilise department personnel and systems to assist, support and encourage attendance for at risk students (HSLO, School Counselor, Principal/Parental/Student interviews). * Investigate alternate attendance pathways for at risk students | * Decrease by 10% the number of students recording attendance rates below 85% by 2014. * Attendance and student welfare tracking system implemented. * School to Work placements * Consistent communication to parents concerning attendance rates of students. | | | **✓** | **✓** | **✓** | AP’s, HT and Principal | 5 |  |
| Review Student Welfare and Discipline Policy   1. Involve staff, students, Parents & Citizens in developing the policy. 2. Regular newsletter items promoting school anti-bullying programs and relevant information relating to dealing with anxiety and depression. | * Attendance and student welfare tracking system implemented. * Reduction Student discipline referrals. * Reduction school suspension data. * Improved attendance data. | | | **✓** |  |  | Blended Learning Coordinator/ Executive | 5 | $2000 Budget Allocation (Note: Increase from $1000.00 annual budget for 2012 re: release) |

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| SCHOOL IDENTIFIED PRIORITY  Leadership and Management | | | | | | | | | |
| A process of “Assessment For and Of Learning” is integrated throughout the school. | | TARGET/S | * All staff develop Professional Learning Plans, in accordance with personal and school goals. | | | | | | |
| STRATEGIES | INDICATORS | | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Establish blended learning coordinator position within school. Support utilization of technology throughout the school to foster engagement, interest and collaboration. Involving:   * the investigation of new technologies and their impact on student learning and engagement * the support, mentoring, training and development for staff in the use of technology/ blended learning strategies within classrooms and the school community. * working with the Head Teacher Access to develop the use of new technologies that support learning. | * Technology embedded into teaching programs and evident in classroom lessons * New technologies researched and evaluated implemented in learning environments. * Staff confident and competent in the use of technologies * Technology utilised throughout the school to value add productivity and organisation. | | | **✓** | **✓** |  | Blended Learning Coordinator/Executive | 2, 5 & 6 | NSP $13000.00 Higher Duties |
| Focus of Team/STARS Meetings is on individualized student learning.   * A process of “Assessment For and Of Learning” is integrated throughout the school. * Assessment plans evidenced in Stage 1 – 6 Teaching and Learning programs. * Assessment policy developed that provides clear concise standards, expectations and consequences that encourage all students to work to their individual potential. Development and use of rich assessment tasks. | * All staff develop assessment plans for their classes which are evidenced in their teaching learning programs. STARS processes highlight literacy practices in T&L programs & classes. * Assessment Policy K-12 * Academic clearances incorporated into the school welfare and discipline policy, consistently applied by K-12 teachers. | | | **✓** | **✓** | **✓** | Primary Team & HTSS | 2 | WSS |
| Allocate Release Time for TARS professional meetings   * 1 day release for supervisor (for each 3 staff members) * 2 periods release each TARS meetings per staff member (2 periods each term) | * Meeting minutes focus on student learning strategies * TARS Feedback records * School calendar | | | **✓** | **✓** |  | Executive Team | 2 | Staffing NSP (re: release WSS) |
| All staff have Professional Learning Plans developed in accordance with School Management plan targets/strategies and personal learning goals | * PL Plans * PL Committee records (Exec minutes) | | | **✓** | **✓** | **✓** | Executive Team | 2 | Conducted Through T4 SDD. |

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| SCHOOL IDENTIFIED PRIORITY  Leadership and Management | | | | | | | | | |
| A process of “Assessment For and Of Learning” is integrated throughout the school. | | TARGET/S | * All staff develop Professional Learning Plans, in accordance with personal and school goals. | | | | | | |
| STRATEGIES | INDICATORS | | | TIMEFRAME  2012 2013 2014 | | | RESPONSIBILITY | Reform | FUNDING  SOURCE/BUDGET |
| Join with other Low  SES schools to create a Partnership Mentor position at PH2 level to:  support leadership development programs,  provide training in analysis of data.  support induction of early career teachers and coordinate PL networks. | * Regional coordinator for National Partnership on Low Socio- economic Status School Communities (NPLSES) recruited and clearly defined role statement developed. * Assistance and support provided to ACS. coordinate reporting of achievements of milestones and targets. * Commonwealth and State requirements for National Partnerships on Low socio-economic Status School communities are consistently met across the Region * Participate in Regional and cluster professional learning and sharing of effective practices for NPLSES schools * Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning. | | | **✓** | **✓** | **✓** | Regional Coordinator | 1, 2, 3, 4, 5 & 6 | Allocate 5% 0f annual LOW SES funding to regional Position  NSP $5700.00 |
| Create a Team Leadership Course for School Improvement leadership position within school, to:-  establish a leadership team.  lead development of the use of the analytical framework throughout the school  lead action research projects based on the analytical framework. Analytical framework becomes model for establishing school planning priorities.  consolidate Assessment for and of Learning priorities from previous action research project. | * Engagement in the Team Leadership for School Improvement course modules. * Analytical Framework surveys conducted and results analysed. | | | **✓** | **✓** | **✓** | Blended Learning Coordinator/ Executive  Leadership Team (Prim/Sec staff) & Principal | 1, 2, 3, 4, 5 & 6 | $1000.00 PL |

**PROFESSIONAL LEARNING OVERVIEW 2012 - 2014**

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| **SCHOOL-IDENTIFIED PRIORITY AREA/S** | **SUMMARY OF PROFESSIONAL LEARNING PROGRAM** | **TIMEFRAME** | | | **TARGET GROUP** |
| **2012** | **2013** | **2014** |
| Literacy | Accelerated Reading Program | ✓ | ✓ | ✓ | Teachers and Volunteer/Parents (2012 - $600.00) |
| Literacy | Accelerated Literacy | ✓ | ✓ | ✓ | Teachers and NST (2012 - $1000.00) |
| Literacy | Focus On Reading |  | ✓ | ✓ | Primary Team/ Middle School Team (2013 - $2000.00 TPL) |
| Literacy | 2LS | ✓ | ✓ |  | Secondary ($3000.00 TPL) |
| Literacy | Spelling strategy (THRASS) | ✓ |  |  | All Staff ($1000.00 TPL) |
| Literacy/Numeracy | Best Start Program/release and Testing Days | ✓ | ✓ | ✓ | Best Start Leader ($1000.00 B\_Start) |
| Numeracy | Induction Programs | ✓ | ✓ | ✓ | New Scheme Teachers (Permanent Beginning Teacher Support $1000.00) |
| Numeracy | Counting On/Me In/CMI2 and TOWN | ✓ |  |  | Primary Team ($1000 TPL ) |
| Numeracy/ Engagement and Retention | JRAP and Virtual Maths Faculties | ✓ | ✓ | ✓ | Prim/Sec Teams ($2000 TPL) |
| Engagement and Retention | Middle School NAPLAN Analysis Days Developing Learning Profiles and ILP’s | ✓ | ✓ | ✓ | Prim/Mid School Teams ($2000 TPL) |
| Leadership and Management | Blended Learning | ✓ | ✓ | ✓ | Primary/Secondary Staff Incorporating Blended learning pedagogies ($3000 DER) |
| Leadership and Management | Team Leadership For School Improvement | ✓ | ✓ |  | Primary/Sec leadership team ($1000.00 TPL) |