

School plan 2015-2017

Greenwich Public School 2076



School background 2015–2017

School vision statement

To provide dynamic learning experiences which ensure all students become successful citizens of the future.

Our dynamic learning experiences will be focussed on 21st century fluencies and provide opportunities for students to develop creativity, critical thinking, teamwork and literacy and numeracy skills. We will maximise learning in our school with the aim being for students to 'achieve at least a year's worth of learning from every year's teaching'. (School Excellence Framework 2015).

We will inspire all students to be lifelong learners with a thirst for knowledge. They will be risk-takers and resilient learners who are self-directed and reflective. They will find joy in their learning and feel empowered to achieve. Students will see challenges as opportunities and strive to reach their full potential academically, creatively, physically and socially.

Teachers, leaders and parents will all take responsibility to nurture, guide, inspire and challenge students to build their skills so they can become successful citizens of the future. Our students will be adaptable, technological, ethical and empathetic global citizens equipped to make valuable contributions in the future.

Student learning is underpinned by high quality teaching and leadership (School Excellence Framework 2015). As such, we are committed to the pursuit of professional growth so that we can continue to provide high quality educational opportunities for each and every child.

Respect, Responsibility and Success are our values which are embedded in all student well-being initiatives.

School context

Greenwich PS is located in a bushland setting in Sydney's lower north shore. It was established in 1876 and consists of two campuses situated 1.5km apart. Our Kindergarten and Year 1 campus includes a heritage building, a 'before and after school care' centre (GOOSH) and an attractive playground with engaging play equipment. Our Years 2–6 campus offers a school oval, a tennis court, cricket nets, a science room, a bush learning environment and a modern school hall.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy. Our 2016 enrolment is 492 students, drawn from a high socio-economic population base.

With positive partnerships between staff, students, parents and the community, our school is well regarded in the local area. High levels of community participation and strong local business links allow us to provide an enviable level of support for our students. Our parent community is well educated, supportive and values quality, inclusive education practices. High expectations of staff and parents underpin planning.

21st century information technology includes interactive whiteboards in all classrooms, two computer hubs, classroom computers and access to wireless mobile technology, including iPads and netbooks.

Mandarin is studied from Kinder to Year 6. Student Well-being programs emphasise the values of Respect, Responsibility and Success. The research based PBEL (Positive Behaviour Engaging Learning) program is being successfully implemented. K– 6 students interact through the Peer Support– Buddy Group program.

Extra-curricular activities include bands, choirs, strings, recorder, guitar, dance, sport, chess and gardening groups.

School planning process

Our School Plan 2015–2017 has been developed in consultation with all key stakeholders – parents/carers, students and staff. Several presentations, workshops and activities were conducted to celebrate current successful practices and to determine goals for the future.

The Melbourne Declaration was presented and discussed at School Council, staff meetings and a P&C Meeting.

A 'Cleaning House' activity was used as a situational analysis allowing students and staff to nominate items for keeping, adding, removing or changing. Exiting student leaders completed a PMI (Plus, Minus, Interesting) process to evaluate the school's activities and ethos.

'Parent/Carer School Satisfaction' and 'Staff School Satisfaction' surveys were conducted to ascertain opinions of current practices and provide the opportunity to suggest future directions.

The staff engaged in an activity to create a shared vision that reflects DEC priorities. This activity elicited aspirational elements and common purposes from which the school vision has been constructed.

The School Executive has participated in workshops centred on the 5P Planning process and creating strategic directions to take the school forward.

The P&C Presidents, School Council President and Principal met and discussed the draft plan. The draft plan was presented and discussed at a staff meeting.

Analysis of baseline data, NAPLAN, school assessments and feedback enabled improvement measures to be identified and incorporated into the plan.

This wide consultation process has provided the School Executive with valuable data to inform this three year plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

Purpose:

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

STRATEGIC DIRECTION 2

Excellence in teaching, leadership and management through collaborative practices

Purpose:

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

STRATEGIC DIRECTION 3

Developing authentic, sustainable local and global partnerships

Purpose:

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

Purpose

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

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Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

Improvement Measures

25% increase in students performing in the top two bands in Year 5 Writing

80% of Year 5 students achieve at or above expected growth in Writing

100% of students demonstrate progress through school based assessments and the Literacy and Numeracy continuums

50% reduction in 'Minors' – reported behaviour incidents

PBEL interventions strategies will be successfully implemented for all targeted students

People

Students

Students are provided with a stimulating learning environment by: increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking, through project-based learning. Students develop confidence to solve 'real world' problems and engage in 'Project Based Learning'.

Staff

Staff will have high expectations of students and undergo professional learning to facilitate quality curriculum programs that support low performing students as well as laterally and vertically extend high performing and gifted and talented students.

Parents/Carers

As part of the collaborative learning community, parents develop their skills and knowledge of educational reforms and processes through parent information sessions, newsletter and website articles and P&C meetings.

Community Partners

Leaders will establish proactive learning alliances with other schools and agencies to deliver innovative educational projects.

Leaders

100% of school leaders will guide a process of pedagogical reform in literacy & numeracy, differentiation and technology. Best practice will be modelled.

Processes

- Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using 21st century pedagogy to create school-wide systems which support differentiation.

- Establish a 'Project Based Learning' team to identify and integrate the use of technology to ensure that curriculum delivery at Greenwich PS is innovative, adaptive and transformative.

- Continue to implement and refine our PBEL program.

- Engage with a maths consultant to develop a whole school approach to programming, teaching and assessing the new Australian Curriculum for Mathematics.

- Create and participate in a school based project 'Write Well' to improve the feedback process in Writing. Focus will be on editing and the explicit teaching of Writing.

- Implement 'Learning Intentions' as part of the introduction of lessons.

- BYOD trial (Bring Your Own Device) will be phased in for targeted students.

Evaluation Plan

Evaluate NAPLAN and PLAN data, school based assessments and teaching and learning programs

- PBEL data will be tracked and used to adapt and change processes.

- Opportunities will be given for students to reflect on their learning.

Practices and Products

Practices

All staff will provide quality feedback to students and parents regarding student achievement.

- All staff will provide 'Project Based Learning' experiences for students which are designed and implemented utilising blended learning pedagogy that employs technology in innovative ways.

- All staff will provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve Literacy and Numeracy outcomes for all students at all levels of ability.

- Every student is actively and consistently engaged in learning that is meaningful and developmental

- Staff will continue to record and monitor positive and negative

Products

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Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

Improvement Measures

People

Processes

Practices and Products

students

Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices

Purpose	People	Processes	Practices and Products
<p>To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.</p> <p>Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.</p> <p>Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.</p>	<p>Students</p> <p>Students are exposed to innovative, high standard professional teaching and management practices. This will ensure their success as learners and prepare them to become global citizens of the future.</p> <p>Staff</p> <p>All teachers are empowered to take responsibility for their own professional learning, to positively give and receive peer feedback and to model risk-taking in goal setting and teaching. Teachers and administrative staff strive for excellence and sustained improvement.</p>	<p>Implement improved performance management processes for staff that align with professional standards and the school plan.</p> <ul style="list-style-type: none"> • Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability. • Teachers participate in professional learning in order to effectively give and use peer feedback to inform their teaching. • Schedule dedicated stage/team meetings to create collaborative units of work, assessment tasks and feedback procedures. Use moderated work samples to ensure consistent teacher judgement. • Develop sound financial management approaches to maintain optimum standards in staffing and student offerings, of facilities and resources based on LSLD and RAM reforms, including parent online payments. 	<p>Practices</p> <p><i>Great Teaching, Inspired Learning</i> initiatives are embedded by following the leadership framework ensuring alignment with all system requirements.</p> <ul style="list-style-type: none"> • All staff members regularly reflect on and take responsibility for their own teaching, management and leadership practices. They acknowledge the importance of feedback. • Integration of accreditation/registration requirements into professional discussions for professional and leadership development. • Staff will respond flexibly to student well-being needs through SALM software, tracking data, allocating resources through a single budget funded directly through a new resource allocation model (RAM) using LMBR.
Improvement Measures	Parents/Carers	Evaluation Plan	Products
<p>100% of staff members have Performance and Development Plans identifying goals and review processes for further improvement</p> <p>An increased number of teachers are accredited by the Board of Studies and Teacher Education Standards (BOSTES) at proficient and highly accomplished level</p> <p>100% of teaching and learning programs evidence collaborative planning and differentiated learning</p> <p>Successful implementation of LMBR (Learning, Management and Business Reform), management practices and whole school systems to strengthen our school community</p>	<p>Community Partners</p> <p>Parents are given opportunities to be informed and contribute to educational programs within the school. Participation in classroom activities, forums and reporting sessions foster a collaborative learning community.</p> <p>Leaders</p> <p>Leaders will develop the capacity of external organisations and experts to work cooperatively with the school to enrich and extend student programs.</p> <p>100% of school leaders identify and implement professional learning that is aligned with school priorities and individual Performance Development Plans. School leaders set up and/or identify 'Communities of Practice' to meet individual, stage or school based professional learning needs.</p>	<p>The Performance and Development Framework will be used to monitor professional learning and capacity.</p> <ul style="list-style-type: none"> • Staff and Parent Surveys will inform progress. • Executive staff will provide anecdotal feedback on professional learning and plans. 	<p>100% of staff members have Performance and Development Plans identifying goals and review processes for further improvement</p> <ul style="list-style-type: none"> • An increased number of teachers are accredited by the Board of Studies and Teacher Education Standards (BOSTES) at proficient and highly accomplished level • 100% of teaching and learning programs evidence collaborative planning, assessing and differentiated learning practices

Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices

Improvement Measures

People

Processes

Practices and Products

- Successful implementation of LMBR (Learning, Management and Business Reform), management practices and whole school systems to strengthen our school community

Strategic Direction 3: Developing authentic, sustainable local and global partnerships

Purpose

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

Improvement Measures

Increased parent and community engagement and improved understanding of student learning at Greenwich PS

Relationships are established and maintained with a Chinese sister school and indigenous school or community to build intercultural understanding

An increased number of staff (50%) involved in 'communities of practice' within and across networks

People

Students

Students are provided with greater access to community expertise and experiences, local and global partners and resources. This will lead to improved empathy, understanding, tolerance and a sense of social cohesion. Multiculturalism will be valued.

Staff

Staff will build capacity by engaging with colleagues for professional learning through Communities of Schools, consultants, collegial sharing, peer mentoring, academic partners and mentors. Staff will participate in initiatives that can be incorporated into teaching and learning programs, especially Asian Literacy and Aboriginal Education.

Parents/Carers

Parents will value and support partnerships established with local and global communities and assist the school to identify other possible partners.

Community Partners

Supportive relationships will be initiated and developed through special projects that involve local and global partners. Access to Chinese Confucius classroom teachers and Mandarin teachers has been offered by local schools.

Leaders

Current and aspiring leaders will be given opportunities to manage and lead key projects to develop educational,

Processes

- Staff initiate and develop relationships with indigenous and Chinese sister schools and communities.

- Staff access local school Mandarin and Confucius classroom teachers.

- Staff and identified experts share current practices and innovations with the community via P&C meetings, school website and parent forums.

- Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

- Community mentors will be identified and utilised to enrich student learning. A database will be created.

- Appropriate Information and Communication Technology (ICT) will be provided to enhance connections with local and global partners.

Evaluation Plan

Parent/Community Satisfaction surveys will be used to monitor achievements

- Whole school data will show an increasing level of engagement in real world connections including indigenous community and Chinese sister school links

- School Excellence Framework

- Student anecdotal data

Practices and Products

Practices

Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

- Students are engaged in real world opportunities including Chinese sister school, indigenous school or community and the local community.

- All stakeholders actively support and promote the partnerships developed.

- Parents will be kept informed of our partnerships through regular presentations and information sharing sessions in P&C meetings, parent forums or via the school website.

Products

Increased parent and community engagement and improved understanding of student learning at Greenwich PS.

Relationships are established and maintained with a Chinese sister school and indigenous school or community to build intercultural understanding.

An increased number of staff (50%) involved in 'communities of practice' within and across networks.

Strategic Direction 3: Developing authentic, sustainable local and global partnerships

Improvement Measures

People

management and leadership capacities.

Processes

Practices and Products

Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

























2015

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: • Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using 21st century pedagogy to create school-wide systems which support differentiation.

- Establish a 'Project Based Learning' team to identify and integrate the use of technology to ensure that curriculum delivery at Greenwich PS is innovative, adaptive and transformative.
- Continue to implement and refine our PBEL program.
- Engage with a maths consultant to develop a whole school approach to programming, teaching and assessing the new Australian Curriculum for Mathematics.
- Create and participate in a school based project 'Write Well' to improve the feedback process in Writing. Focus will be on editing and the explicit teaching of Writing.
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Milestone			Evaluation	Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices

























2015

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Implement improved performance management processes for staff that align with professional standards and the school plan.

- Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.
- Teachers participate in professional learning in order to effectively give and use peer feedback to inform their teaching.
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Strategic Direction 3: Developing authentic, sustainable local and global partnerships

2015

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: • Staff initiate and develop relationships with indigenous and Chinese sister schools and communities.

























• Staff access local school Mandarin and Confucius classroom teachers.

• Staff and identified experts share current practices and innovations with the community via P&C meetings, school website and parent forums.

• Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

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Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

2016

Project Leader/s:



















Off track 

Implementation Delayed 










On track 

Process 1: • Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using 21st century pedagogy to create school-wide systems which support differentiation.

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Milestone			Evaluation	Resources
  	MID TERM 1	1. Literacy and numeracy benchmarking 2. Team teaching of editing/writing skills with STLA teacher	1. Student benchmarking collated across all grades to determine groupings for classroom differentiation 2. Strong feedback from staff and school editing code evident within student writing samples	• Low level adjustment for disability (\$0.00)
  	END TERM 1	1. Collaborative planning days to create differentiated programs 2. Parent forum held on NAPLAN	1. Differentiated programs established across all stages as a result 2. Parent feedback positive and plans to expand information and increase numbers	DoE course • Quality Teaching, Successful Students (QTSS) (\$900.00)
  	MID TERM 2	1. Key staff undertake literacy continuum training 2. Professional Learning on 7 Steps to Writing Success course	1. Follow up meeting with all staff resulted in the plotting of students in the writing aspect of the continuum 2. Teachers included aspects of course and incorporated within their writing programs	Staff delivered professional development session to whole staff
  	END TERM 2 MID-YEAR REFLECTION	1. Key staff provide PL to all staff members on literacy continuum 2. Plot all students on writing aspect of literacy continuum	1. Teachers have familiarised themselves with the writing aspect of the literacy continuum 2. All students across school plotted on the writing aspect of the writing continuum and markers identified to progress students to next cluster	• Low level adjustment for disability (\$3,300.00)
  	MID TERM 3	1. Lane Cove River Alliance SDD targets gifted students in classroom programs 2. Enrichment programs offered to identify students in writing	1. Better identification of gifted and talented students within classrooms 2. Improved results in writing from targeted students	• Quality Teaching, Successful Students (QTSS) (\$0.00)
  	END TERM 3	1. Collaborative planning days to create differentiated programs	1. Teachers developed a range of assessments to cater for the varying needs of the students	

Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

2016		Project Leader/s:		Off track 	Implementation Delayed 	On track 
  	MID TERM 4	1. Classroom visits/observations 2. Years 1–6 writing tasks and samples collected and marked to assess the level of writing outcomes achieved across the school	1. Feedback from PDP visits informed future direction for professional growth 2. Further professional development needed in the area of assessing student writing to achieve more consistent teacher judgement on placement of students in clusters			
  	END TERM 4 ANNUAL MILESTONE	1. All teachers implementing differentiated programs 2. All students plotted on writing aspect of literacy continuum and results analysed	1. Ability grouping within all classrooms 2. Teachers observe movement of students through clusters			

Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices

























2016

Project Leader/s:

Off track  Implementation Delayed  On track 

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- Schedule dedicated stage/team meetings to create collaborative units of work, assessment tasks and feedback procedures. Use moderated work samples to ensure consistent teacher judgement.
- Develop sound financial management approaches to maintain optimum standards in staffing and student offerings, of facilities and resources based on LSLD and RAM reforms, including parent online payments.

Milestone			Evaluation	Resources
  	MID TERM 1	1. PL on PDPs 2. Stage meeting to evaluate previous History programs	1. All staff completed PDPs. 2. Stages collaborated to create new History units	
  	END TERM 1	1. PDPs developed with all staff using Australian professional standards for teachers 2. PL on providing feedback with writing	1. Teachers used Australian Professional Standards to create individual PDPs 2. Editing code distributed to all teachers and the majority of teachers implemented in classroom	
  	MID TERM 2	1. Classroom visits/observations 2. Develop grade assessments and evaluate results to inform teaching	1. All teachers completed first observation on colleague 2. Semester 2 programming devised from results of assessments	
  	END TERM 2 MID-YEAR REFLECTION	1. Mid-year reviews discussed with supervisors 2. Stage meetings to design programs for new Geography syllabus	1. As a result of reviews second lesson observation and PD planned 2. Teachers have a better understanding of the Syllabus outcomes in Geography	
  	MID TERM 3	1. Meetings scheduled with supervisors to discuss PL to achieve goals 2. STLA time dedicated to team teaching and editing code for writing	1. Adobe online and face-to-face PDs organised to assist goals 2. Teachers continue using the editing code in classrooms	
  	END TERM 3	1. Classroom visits/observations	1. All teachers completed second lesson observation linked to personal PDPs	
  	MID TERM 4	2. Professional development on report writing	2. Due to feedback, report format under review	
  	END TERM 4 ANNUAL MILESTONE	1. Teachers and supervisors complete and sign off on PDPs 2. Compilation of History/Geography units and assessment across all stages	1. PDPs successfully completed and filed 2. Staff confident to implement and assess Geography/History units	

Strategic Direction 3: Developing authentic, sustainable local and global partnerships

























2016

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Off track  Implementation Delayed  On track 

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- Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.
- Community mentors will be identified and utilised to enrich student learning. A database will be created.
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Milestone			Evaluation	Resources
  	MID TERM 1	1. Mandarin teacher to attend stage meetings to develop programs 2. Parent Information Evening to promote whole school initiatives	1. Mandarin teacher did not attend stage meetings and this process needs to be implemented next year. 2. Strong feedback	
  	END TERM 1	1. Mandarin teacher to provide PL to upskill teachers on language and culture 2. Parent forum held on NAPLAN – its content, school results, how we prepare students	1. PL was not completed at this time 2. Chosen time effected parent attendance and re-evaluated for next year	
  	MID TERM 2	1. Teachers to incorporate Asian Literacy within literacy programs 2. Skoolbag App introduced to improve communication with the community	1. Evidence of Asian Literacy in all teacher's programs including Library program 2. Well received and continued evaluation of use by the community	
  	END TERM 2 MID-YEAR REFLECTION	2. Parent Writing Night	2. Rescheduled for later date	
  	MID TERM 3	1. Mandarin teacher provides Information Session to 2017 Kindergarten parents	1. Parent feedback positive	
  	END TERM 3	1. Whole school Multicultural Day incorporating elements of Chinese culture 2. Parent forum held on Stage 3 camp experience	1. Staff and student feedback was positive – plans to improve upon for next year 2. Parent questions addressed and concerns successfully alleviated	
  	MID TERM 4	1. Confucius classroom implemented into 2–6 classrooms 2. Analysis of NAPLAN data sharing with P&C	1. Student knowledge of Asian culture enhanced 2. Areas of achievement and development highlighted at P&C	
  	END TERM 4 ANNUAL MILESTONE	1. Enhance staff and student knowledge of Asian culture 2. Enhanced involvement and communication between school/home	1. Staff knowledge increased however Chinese sister school program not established 2. Increased parent and community engagement across some KLAs however partnerships with local and global communities require further development	

Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

























2017

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: • Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using 21st century pedagogy to create school-wide systems which support differentiation.



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Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices

























2017

Project Leader/s:

Off track  Implementation Delayed  On track 

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Strategic Direction 3: Developing authentic, sustainable local and global partnerships

2017

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: • Staff initiate and develop relationships with indigenous and Chinese sister schools and communities.

























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Key funding initiatives: progress monitoring of initiatives, impact and resources

























2015

Off track  Implementation Delayed  On track 

1. English language proficiency

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
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2. Low level adjustment for disability

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Key funding initiatives: progress monitoring of initiatives, impact and resources

2015

Off track

Implementation Delayed

On track

3. Quality Teaching, Successful Students (QTSS)

























Milestone			Evaluation processes and impact assessment	Resources (\$ value)
<div></div>	MID TERM 1			
<div></div>	END TERM 1			
<div></div>	MID TERM 2			
<div></div>	END TERM 2 MID-YEAR REFLECTION			
<div></div>	MID TERM 3			
<div></div>	END TERM 3			
<div></div>	MID TERM 4			
<div></div>	END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, impact and resources

























2016

Off track  Implementation Delayed  On track 

1. English language proficiency

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

2. Low level adjustment for disability

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, impact and resources

2016

Off track

Implementation Delayed


On track

3. Quality Teaching, Successful Students (QTSS)

























Milestone			Evaluation processes and impact assessment	Resources (\$ value)
<div></div>	MID TERM 1			
<div></div>	END TERM 1			
<div></div>	MID TERM 2			
<div></div>	END TERM 2 MID-YEAR REFLECTION			
<div></div>	MID TERM 3			
<div></div>	END TERM 3			
<div></div>	MID TERM 4			
<div></div>	END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, impact and resources

























2017

Off track  Implementation Delayed  On track 

1. English language proficiency

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

2. Low level adjustment for disability

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, impact and resources

2017

Off track

Implementation Delayed

On track

3. Quality Teaching, Successful Students (QTSS)

Milestone			Evaluation processes and impact assessment	Resources (\$ value)
<div></div>	MID TERM 1			
<div></div>	END TERM 1			
<div></div>	MID TERM 2			
<div></div>	END TERM 2 MID-YEAR REFLECTION			
<div></div>	MID TERM 3			
<div></div>	END TERM 3			
<div></div>	MID TERM 4			
<div></div>	END TERM 4 ANNUAL MILESTONE			