



Education &
Communities

Public Schools NSW

Seaforth Public School

2016 Implementation and internal progress monitoring



Strategic direction 1:Engagement & Innovation Implementation and progress monitoring

Project leaders: Bernard Cheng, Christine Smith, PBL Implementation Team.



















































Off track □ Implementation delayed □ On track □






















2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Engage with emerging technologies as opportunities to facilitate new ways of learning.	Introduction of Sentral to staff □ □ □	Sentral used for attendance and communication with staff via the dashboard. □ □ □	Design assessment templates on Sentral for Semester 1 reporting □ □ □	First reports go out in Sentral format □ □ □	Introduce welfare module and train staff □ □ □	Welfare module used in conjunction with PBL □ □ □	Design Sentral templates for Semester 2 reports □ □ □	Sentral is used for attendance, welfare, communication and assessment academic tracking □ □ □
Facilities upgraded, design of which is dictated by changing teaching and learning in partnership with innovative architects.	Submit architectural plans to DoE and plans for repatriation of original building site. □ □ □	Meet with Assets to plan building process. □ □ □	Old building site to be repatriated into grassed play area with terraced seating. □ □ □	Approach Pand C for extra funding to provide a shade structure and extra play equipment. □ □ □	Demolition of music cottage and deck. □ □ □	Removal of two demountables to Yatama Street. □ □ □	Building begins of 4 classrooms . □ □ □	Classroom entitlement to be returned to pre-fire status. □ □ □
Promote parent participation in school programs, P&C meetings and activities so that the school community moves forward with common goals.	School survey opened for parents and staff. Setting up parent portal on Sentral to Parent information evening with a post meet and mingle event in the Kempbridge Hall hosted by P & C	Data analysis of survey paying particular attention to modes and effectiveness of communication channels within the school. P&C events, K-6 Disco hosted by PandC	Thorough review of communication channels, Facebook ownership and structure of school newsletter. P&C events, Big Night In & Mother's Day Stall	Move to eNewsletter format to enhance viewing on handheld devices; develop a communications content plan for Semester 2. P&C events, Father's Day Stall	Publicise communication content plan to all staff. Trial eNewsletter format	Continue to trial eNewsletter format	Evaluate changes to communication channels through Survey Monkey and anecdotal parent conversations.	Parents are engaged participants in their child's learning journey and are fully informed about school happenings.
Students are engaged as partners in negotiating the way teaching and learning is delivered to them.	Develop PBL consequence flowcharts and rewards flowcharts in consultation with students and staff. ■ □ □	Teach PBL expectations explicitly to all students. Introduce the Seaforth Handshake to all students and collect data to evaluate Introduction of SLIPS (Student Leadership in Primary Schools) Program (Stage 3) □ □ □	Implement consequences flowchart and introduce minor consequences and major consequences slip Presentation to P&C re the introduction of a new academic awards system. SRC elections for 2016. □ □ □	Design PBL signage First 'Celebration of Learning' Assembly □ □ □	Introduce PBL data collection on Sentral for all staff. Introduce PBL as a standing item at weekly morning staff meetings. □ □ □	Collect PBL data for analysis □ □ □	Plan classroom implementation of PBL for 2017. □ □ □	Children can expect to learn in a positive environment where behaviour expectations are clearly outlined and explicitly taught. Children have a consultative voice re the programs the school provides. □ □ □

Strategic direction 2: Quality Teaching for Success Implementation and progress monitoring

Project leaders: Christine Smith, Bernard Cheng

Off track  Implementation delayed  On track 









































































2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Continue our involvement with the University of Newcastle's Quality Teaching Rounds research study providing opportunities for teachers to enter into discourse and observation around best classroom practice	  	  	NBLA SDD Jenny Gore presenting to all staff. Seaforth staff will be asked to express interest in participating in the 2016 QT Rounds. Week 4 whole day training for 8 staff re lesson coding with the QT Framework. Teachers complete pre survey	  	Begin first QT Round	  	Complete first QT Round	  
Teachers complete post survey. Evaluate outcomes and impact on teaching.	  	  		  		 	Complete 1 round of QTR (8 teachers) & evaluate	
Implementation of plan data collection across the school	Best Start data completed and reports distributed to parents.	2 x Executive members trained in PLAN software.	Whole staff trained in PLAN Software and supported to enter literacy data for their class in week 5	Staff supported to enter literacy data for their class in week 10	Staff PL required to revisit the Numeracy continuum. All staff supported to enter literacy AND numeracy data in week 5	All staff supported to enter literacy AND numeracy data in week 10	Evaluate data collected by teachers with executive and present findings at each stage meeting. Use data to set targets for 2017 expected student achievement.	Data informs quality teaching and learning practice across all grades
	  	  	  	  	  	  	  	  
Develop talented teacher's capacities for leadership through identifying opportunities for executive shadowing, mentorship and leadership.	All staff to meet with either the Principal or Deputy Principal to negotiate Performance and Development Goals.	Complete Performance and Development plans submitted to Principal and line managers.	Staff professional reading program commences Leading the Way program beginning for 2016 for aspiring and existing leaders. 2 -3 meetings per term.	Leading the Way program meetings commence . Aspiring leaders are supported in identifying an action research project they can develop from within the school plan	Leading the Way participants to complete and action learning leadership project.	Action research presented in poster sessions to staff where alignment to an aspect of school change can be identified.	Completion of leadership action learning program	Increase of staff taking leadership roles across the school. Sustainability of distributed leadership model Completed cycle of PDP's with all staff supported to meet their goals.

<p>Implement the Performance Development Framework through fostering a culture of continual improvement as well as providing enhanced support for teachers wishing to further their professional qualifications.</p> <p>Utilising the Teacher Mentor program as well as establishing a parallel program, for "old scheme teachers" support teachers seeking; accreditation, maintenance of accreditation and accreditation at higher levels.</p>	<p>Teacher Mentor program commences one day per week. Identifies program areas in consultation with AP's and develops a plan for implementation for specific teachers.</p>	<p>PDP checklist developed to assist teachers with meeting goals and targets.</p>	<p>Implementation of checklist timeline.</p> <p>Implementation of PDP Phase 2.</p> <p>DP implements new teacher induction course developed by DP Network. 1 extended afternoon meeting per term with all new teachers.</p>	<p>Implementation of PDP Phase 2.</p>	<p>Implementation of PDP Phase 2.</p> <p>DP continues new teacher induction course 1 x meeting per term.</p>	<p>Implementation of PDP Phase 2.</p>	<p>PDP Annual Review Phase 3</p> <p>Final meeting with Principal or DP.</p> <p>Temporary teachers (where practicable) complete accreditation, contribute to final report and submit to TAA.</p>	<p>Temporary teachers are supported in developing areas of need and working towards completing their accreditation.</p>
	  	  	  		  	  	  	  

Strategic direction 3: Curriculum and Student Learning Implementation and progress monitoring

Project leaders: Tom Davidson, Hannah Piper, Alison Crowshaw, Merryn Kay


Off track  Implementation delayed  On track 

2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Implementation of NSW BOSTES syllabus documents that implement the Australian Curriculum ensuring that content delivery, assessment and reporting are compliant with DEC and BOSTES guidelines.	Maintenance of specialist Science and Music teaching programs. Executive design Maths and English Scope and Sequence.   	Executive training on HSIE Syllabus and establishment of an implementation Committee. Refine Scope and Sequence through consultation with teaching staff.   	Whole staff professional learning on HSIE (History and Geography) syllabus Seaforth Teaching Program Review (aligned with the teaching standards at specific levels of accreditation)   	  	Development of HSIE Scope and Sequence   	  	  	All NSW Syllabi for the Australian Curriculum documents are implemented with a clearly defined concept-based scope and sequence.   
Implementation of the TENS, and TOWN programs supported by Focus on Reading, Quality Teaching Rounds and the Early Years Framework to refine teaching practice enhancing student learning	Update training for Stage 1 teachers re TEN implementation (especially for new teachers). Years 1 and 2 complete data entry on PLAN software Week 5.   	All Stage 1 teachers continue to implement TEN. First whole day Professional Learning for Kindergarten team.   	Second whole day Professional Learning for Kindergarten team. K-2 teachers all complete data entry in week 5.   	TEN Facilitator working in Kindergarten classrooms one day per week for face to face support. K-2 teachers all complete data entry in week 10.   	TEN Facilitator working in Kindergarten classrooms one day per week for face to face support. K-2 teachers all complete data entry in week 5.   	TEN Facilitator working in Kindergarten classrooms one day per week for face to face support. K-2 teachers all complete data entry in week 10.   	K-2 teachers all complete data entry in week 5.   	All teachers K-2 teaching, assessing and collecting student data through the TEN program.   
Use of external and internal assessment data and the Tell Them From Me Survey to inform consistent judgements on student learning informing continual refinements to school planning and curriculum delivery.	AP's evaluate current assessment procedures and align with new syllabus'.   	Assessment tasks are designed to fit with scope and sequences in Maths and English. Focus on qualitative not quantitative assessment.   	Revisit consistent teacher judgment with common assessment tasks using the common grade scale of AtoE   	Report on student achievement using AtoE descriptors effectively.   	Teachers begin to use PLAN data to measure student growth in Numeracy and Literacy.   	  	Compile assessment data and determine student growth and deficit in Numeracy and Literacy.   	Assessment for all students is based on consistent teacher judgment and has an evidence base for collection of data that is both summative and formative.   









Strategic direction 1:

Engagement & Innovation Implementation and progress monitoring

Evaluation

Evaluation processes and impact assessment	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone
	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	<ul style="list-style-type: none"> ❖ Increased community participation ❖ Implementation of visual learning and differentiated programming. ❖ Learning spaces and amenities are upgraded reflecting the changing needs of the school.
	  	  	  	  	  	  	  	  


Resources

Monitoring efficient and effective use of resources	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone
	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Process achieved with data informing impact on student learning
	  	  	  	  	  	  	  	  

Strategic direction 2:

Quality Teaching for Success Implementation and progress monitoring

Evaluation

Monitoring efficient and effective use of resources	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone
	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	<ul style="list-style-type: none"> ❖ Teacher mentorship for teachers at all career stages developed ❖ Performance development framework (PDF) is implemented ❖ QTR Rounds completed
	  	  	  	  	  	  	  	  

Resources								
Monitoring efficient and effective use of resources	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone Process achieved with data informing impact on student learning
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Strategic direction 3: Curriculum and Student Learning Implementation and progress monitoring

Monitoring efficient and effective use of resources	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone ❖ Australian curriculum are implemented in accordance with set timelines. ❖ Assessment and reporting is re-aligned with new syllabus expectations ❖ Staff implement a suite of measures to affect changes in practice that promote creativity and differentiation ❖ Visual learning and differentiated programming forms an overlay to interconnect the syllabus documents
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Resources								
Monitoring efficient and effective use of resources	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Completed at required intervals	Annual Milestone Process achieved with data informing impact on student learning
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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

Off track  Implementation delayed  On track 

2016	TERM 1		TERM 2		TERM 3		TERM 4	
KEY INITIATIVES	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Aboriginal background funding	Form an Aboriginal Education Committee representative of all stages of learning and support roles	Reconciliation Action Plan renewal process commences Classrooms teachers meet with families with aboriginal students to determine learning goals for literacy and numeracy	Reconciliation Plan is developed in consultation with parents and staff	Review progress of ATSI students in respect to the effectiveness of their learning plans and expectations for academic progress and success	Survey developed and given to staff, parents and students regarding knowledge of Aboriginal education and events	Survey developed and given to staff, parents and students regarding knowledge of Aboriginal education	Review ATSI students PLPs with parents/carer	Annual Milestone 100% of ATSI students have a current PLP that has been negotiated with carers/parents and students. Working towards the Premiers Make it happen target for all Aboriginal students to achieve in the top two bands of NAPLAN
	  	  	  	  	  	  	  	  
Evaluation processes and impact assessment								
	  	  	  	  	  	  	  	  
Resources (\$ value)	\$897.96 							
	  	  	  	  	  	  	  	  
English language proficiency funding	Differentiated TPL and provided to teachers based on the learning progression scales. EAL/D Teacher support teachers learning and development in the provision of quality EAL/D programs	EAL/D whole school tracking system developed monitoring students to the EAL/D learning progression scales.	Differentiated TPL and provided to teachers based on EAL/D learning p scales. Mentoring provided at stage meetings aligning work samples with placement on the EAL/D learning progression scale.	Teachers identify student placement on the literacy continuum and align it with the EAL/D learning progression scales..	Differentiated TPL and mentoring provided to teachers based on the EAL/D learning progression	EAL/D mentors teachers learning and development in the provision of differentiated and individualised EAL/D programs	Teachers are aware and begin to use EAL/D progression scale to track and monitor student achievement.	2. EAL/D students engaged in the ESL scales and progressing through phases. Literacy and numeracy programs differentiated to reflect EAL/D needs.
	  	  	  	  	  	  	  	  

Evaluation processes and impact assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources (\$ value)	\$15,080.91							
Socio-economic background funding	Analysis of student learning requirements in literacy and numeracy and the development of PLP where required to support student achievement	Support families to fair and equitable access to all of the schools curricular and extra-curricula opportunities where appropriate	Review student progress in relation to expected learning goals and effectiveness of SLSO support where in place.	Conduct review meetings with all stakeholders to determine student progress and make adjustments to support plans where required	Identify Semester 2 learning goals in association with the assessment of equity of access and opportunity to school programs.	Review student progress in relation to expected learning goals and effectiveness of SLSO support where in place.	Develop student transition summaries to be conferenced with the next teacher in consultation with parents and relevant support staff.	Students will achieve their expected state average growth in literacy and numeracy as measured by NAPLAN.
Evaluation processes and impact assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources (\$ value)	\$2070							

Low level adjustment for disability funding	Learning and Support team reflect representatives from all stages of learning and support roles. Learning support team transition students from one teacher to the next PLP developed to reflect student needs in consultation with the team and parents	Parents and related professionals meet with teachers to develop individual student learning plans where required. Support training identified for SLSO officers for specific learning needs evident in the school	Identify staff professional development opportunities for students with Autism and oppositional behaviours Support teachers to engage with and understand the process of access requests and the role of the school counsellor	Conduct review meetings with all stakeholders to determine student progress and make adjustments to support plans where required Identify learning targets for students across literacy and numeracy as priorities for support.	Using PLAN data track and monitor student progress along the learning continuum. Provide professional learning to staff on understanding plan as a mechanism of tracking student progress.	Conduct review meetings with all stakeholders to determine student progress and make adjustments to support plans where required	Develop student transition summaries to be conferenced with the next teacher in consultation with parents and relevant support staff.	Annual Milestone 80% of students achieve anticipated outcomes as depicted by their IEPs 100% of students engaged in a differentiated program developed by teachers in consultation with all stakeholders
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evaluation processes and impact assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources (\$ value)	\$12,625.50							
Support for beginning teachers	<p>Beginning teachers identified and supported with a collaboratively developed induction program and prioritised to access the beginning teachers mentor program.</p> <p>PDP plan developed to reflect their career capability and to support accreditation.</p>	<p>Additional RFF accessed to support teacher observations of experienced colleagues as well as Mentors released to conduct agreed observations</p> <p>PDP plan signed off with agreed method for monitoring in place.</p>	<p>Support beginning to Participate in the NSW Early Career Teacher Network, with beginning teachers attending courses and meetings.</p> <p>Establish regular support meetings focussed on unpacking the teaching standards and identifying appropriate evidence.</p>	<p>Beginning teachers begin gathering and collating evidence for the purpose of accreditation.</p> <p>Beginning teachers attend professional development courses delivered by endorsed providers where it supports their PDP goals</p>	<p>Beginning teachers continue to gather and collate evidence for the purpose of accreditation</p> <p>Beginning teachers are supported through lesson observations and additional time to meet with their mentor reflecting on their progress.</p>	<p>Beginning teachers who feel that they are at a point to collate their portfolio of evidence to BOSTES are supported to do so through their mentor.</p>	<p>Supervisors observe and complete their report as part of the accreditation process for review by the principal.</p> <p>Accreditation reports signed off by the TAA (Principal) and submitted to Macquarie Park office.</p>	<p>Beginning teachers are identified as confident and proficient.</p> <p>Teacher accreditation is in process and on-track for completion within the required two year time frame.</p>
Evaluation processes and impact assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources (\$ value)	N/A							

