

# School plan 2015-2017

## Jannali Public School 3829



# School background 2015-2017

## School vision statement

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who have the ability to thrive and adapt to the demands of an ever-changing world.

Our school promotes excellence in teaching and learning to enable all students to realise their full potential in an inclusive and equitable environment. Students, staff and the community work collaboratively to encourage resilience, confidence, creativity and independence.

## School context

Jannali Public School is a community based metropolitan school situated in the Sutherland Shire. The school is in a residential area in close proximity to The Jannali High School and surrounding preschools.

The Jannali Public School community values academic excellence that recognises progress, effort and achievement leading to lifelong learning; excellence in teaching through a commitment to continuous professional learning; equity for all; diversity where the whole school community values and respects individuals and their beliefs; a safe, happy and caring environment that is nurtured by all in the school community; and partnerships with the community to improve student learning.

The school provides comprehensive extra-curricular programs in sport, creative arts and public speaking. Jannali Public School has a dedicated staff comprised of, experienced SASS staff and both early career and experienced teachers. The staff is supported by a strong collegial approach to ongoing professional development. The parent community is actively engaged in the school and has high expectations for teaching and learning.

## School planning process

The executive of the school had an initial planning day to determine the current practices and priorities at the school. These were placed on post it notes on butchers paper. Following consultation with each stage group, there were additional entries. These sheets were shown to all staff who then placed each point into common areas. The staff determined that all entries could be placed under seven headings. This was further refined in the whole staff planning session to three broader headings.

Under the three broad headings staff referred to the content of the Melbourne Declaration on Educational Goals for Young Australians, Great Teaching Inspired Learning, Local Schools Local Decisions and the DEC Five Year Strategic Plan 2012-2017 that the Department have issued over the last couple of years. The staff focused on the overarching broad ideas to use these three focus areas to assist to develop our first draft of the school vision statement. Following the brainstorming session three broad directions were identified as students, teachers and school community. The staff then worked together to drive the purpose for each of those strategic directions.

This was followed by a parent forum and survey to seek feedback and input.

The school executive, staff and community had input and worked together over several planning days to develop and refine the school vision, the school context, the three strategic directions and the purpose for each of these directions.

This was then communicated back to the whole staff for further comment and input. The whole staff then worked collaboratively to define the purpose behind the three strategic directions. The staff were then involved in the five Ps and developed milestones.

# School strategic directions 2015-2017



**Purpose:**

Students will be successful, engaged learners and inclusive, global citizens.

Our purpose is to provide quality teaching programs that build a solid foundation of knowledge, skills and understandings to prepare students to become confident, independent lifelong learners. Students will be nurtured to become resilient inclusive, resourceful, creative and responsible global citizens.

**Purpose:**

Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Staff will be committed to excellence and maintain a strong practice and culture of high expectations, collaborative practice and ongoing professional learning. Strong leaders will model research-based pedagogy and mentor colleagues to ensure development of best educational practice.

**Purpose:**

The school will promote effective community partnerships with other schools, the parent body and the wider community.

Our school will build and maintain supportive and cooperative educational community networks. The school will develop and foster reciprocal and effective partnerships, which strengthen connections within the wider school community.

# Strategic Direction 1: SUCCESSFUL LEARNERS

## Purpose

Students will be successful, engaged learners and inclusive, global citizens.

Our purpose is to provide quality teaching programs that build a solid foundation of knowledge, skills and understandings to prepare students to become confident, independent lifelong learners. Students will be nurtured to become resilient inclusive, resourceful, creative and responsible global citizens.

## Improvement Measures

NAPLAN data shows 4% increase of the percentage of students in the top two NAPLAN bands by the end of 2017.

All Aboriginal students show expected growth in NAPLAN for reading & numeracy.

Student Wellbeing Framework in conjunction with PBL is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data. 70% decrease in the number of behaviour cards issued to students.

PLAN data shows 70% of students moving the expected number of cluster levels.

95% of students regularly attend school.

## People

### Students

Through quality teaching programs student will become empowered learners who are confident, reflective and independent.

### Staff

Develop staff knowledge understanding, skills and capabilities of evidence based quality teaching.

### Leaders

Executive will lead and monitor negotiated expectations of staff and students.

### Parents/Carers

Parents are encouraged to participate and contribute in classrooms and whole school events that focus on learning.

### Community Partners

Utilising and sharing the resources and skills available within the community to enrich and increase student engagement.

## Processes

Provision of a broad range of curricular and extra-curricular activities to support student engagement and learning.

Consistent implementation of the school student welfare policy by teaching and non-teaching staff.

Implementation of the Student Wellbeing Framework.

Implementation of PBL.

Evidence and research based teaching and learning: Use of qualitative and quantitative student data to inform all teaching programs to meet the individual needs of students.

## Evaluation Plan

Regular monitoring and modifying of milestone achievements.

## Practices and Products

### Practices

Students have the opportunity to participate in a wide variety of curricular and extra-curricular learning experiences to develop their talents and interests to increase engagement.

Teachers deliver explicit literacy/numeracy strategies across all KLAs that utilise engaging texts and meet the individual student literacy/numeracy needs.

Promoting an environment that is inclusive, supportive and consistent across the school by the whole school community.

Students display the qualities of being resilient, responsible lifelong learners through valuing their learning and the learning of others.

Students engage in their learning with greater confidence and independence using creative thinking skills to communicate in a purposeful and effective manner.

### Products

NAPLAN data shows growth reflects the Premier's Priorities of 8% improvement of students in top two bands.

Scope and Sequence developed school wide for KLAS 2017 in line with implementation guidelines.

Student Wellbeing Framework in conjunction with PBL is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data. 70% decrease in the number of behaviour cards

# Strategic Direction 1: SUCCESSFUL LEARNERS

## Improvement Measures

## People

## Processes

## Practices and Products

issued to students.

PLAN data shows 70% of students moving the expected number of cluster levels.

Student attendance data improvements in partial and unexplained absences.

Teachers seamlessly using technology as a tool for learning.

# Strategic Direction 2: PROFESSIONAL EXCELLENCE

## Purpose

Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Staff will be committed to excellence and maintain a strong practice and culture of high expectations, collaborative practice and ongoing professional learning. Strong leaders will model research-based pedagogy and mentor colleagues to ensure development of best educational practice.

## Improvement Measures

Performance and Development Plan for all teaching staff reflecting evidence of achievement of professional goals aligned with the teaching standards.

All staff have innovative teaching programs that have been developed collaboratively that set high expectations for individual student learning.

A professional mentoring program within strong collegial teams.

Community of Practices to encourage collective teacher efficacy.

All staff have written observations and feedback opportunities to further grow quality teacher practices.

## People

### Students

Student focused, innovative learning programs reflecting high expectations.

Nurturing student engagement and creativity.

Developing Future Focused Learning knowledge, understanding, skills and values for all students.

Engage student leaders in the development of student leadership capabilities.

### Staff

Through professional learning that explores their strengths and allows them to develop targeted areas, staff will build capability to deliver innovative, quality teaching and administrative practices.

### Parents/Carers

Communicate with the wider school community to ensure understanding of transformational directions.

### Community Partners

Engage in professional learning with colleagues in our community of schools.

### Leaders

Through targeted professional learning programs, current and aspiring leaders will refine their skills in leadership.

## Processes

Students will engage in quality teaching and learning programs that reflect Future Focused Learning.

Implement a Performance and Development Project.

Streamlining school management administration processes to support student learning (LMBR, OLIVER and Student Welfare Programs, PBL).

## Evaluation Plan

Regular analysis of data and evidence to monitor and modify of milestone achievements.

## Practices and Products

### Practices

A culture of collaborative professional learning that is valued and builds the capability of all staff.

An aspirational culture for both student learning and teacher professional learning and where staff are engaged with the higher levels of the professional teaching standards.

Mentoring staff with leadership aspirations to develop skills and leadership capacity to ensure sustainability of programs across the school.

Building capacity and providing opportunities for ongoing professional learning of teaching and non-teaching staff.

### Products

Performance and Development Plan for all teaching staff reflecting evidence of achievement of professional goals aligned with the teaching standards.

All staff have innovative teaching programs that have been developed collaboratively, that set high expectations for individual student learning.

A professional mentoring program within strong collegial teams.

Community of Practices to encourage collective teacher efficacy.

All staff have written observations and feedback opportunities to further grow quality teacher practices.

# Strategic Direction 3: COMMUNITY PARTNERSHIPS

## Purpose

The school will promote effective community partnerships with other schools, the parent body and the wider community.

Our school will build and maintain supportive and cooperative educational community networks. The school will develop and foster reciprocal and effective partnerships, which strengthen connections within the wider school community.

## Improvement Measures

Increase attendance of parents at workshop forums and P&C.

Community collaboration around the development of school planning and practices.

Smoother transitions and links with preschools and high schools.

Increased enrolments due to improved communication, marketing strategies and community support.

School leaders engage in community of schools around the area of leadership and small school alliance.

## People

### Students

Provide a range of curricular and extra-curricular opportunities for students to engage in the wider community and become active and informed citizens with moral and ethical integrity.

### Staff

Through quality teaching programs teachers make learning relevant to students, make cultural connections and engage in the local community.

### Leaders

To refine and review current communication practices with the parent body and the wider community.

### Parents/Carers

Communicate with the wider school community to ensure understanding of transformational directions.

### Community Partners

To continue to seek and build on community partnerships to foster key programs and to provide educational expertise and leadership in these partnerships.

## Processes

Provide parent forums on a variety of topics to enhance parent and caregiver engagement.

Strengthening reciprocal relationships within our community of schools and wider community.

Promote parent participation in a variety of school activities to enhance student engagement. For example PBL.

Enhancing a shared vision across community of schools for the development of quality professional development.

## Evaluation Plan

Regular monitoring and modifying of milestone achievements.

## Practices and Products

### Practices

Parent and teacher interviews are positive and involve co-planning for student development.

Leaders are working to market the school through positive interactions with the community and creating more opportunities for community involvement.

Community of Schools work towards collaboration and support to enhance transitions for students.

Parents and teachers working together in a common partnership to better the school and students.

### Products

Increase attendance of parents at workshop forums and P&C.

Community collaboration around the development of school planning and practices.

Smoother transitions and links with preschools and high schools.

Increased enrolments due to improved communication, marketing strategies and community support.

School leaders engage in community of schools around the area of leadership and small school alliance.

# Strategic Direction 1: SUCCESSFUL LEARNERS

2015

Project Leader/s:

Off track 

Implementation Delayed 

On track 

























**Process 1:** Provision of a broad range of curricular and extra-curricular activities to support student engagement and learning.

Consistent implementation of the school student welfare policy by teaching and non-teaching staff.

Implementation of the Student Wellbeing Framework.

Implementation of PBL.

Evidence and research based teaching and learning: Use of qualitative and quantitative student data to inform all teaching programs to meet the individual needs of students.


Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		




# Strategic Direction 2: PROFESSIONAL EXCELLENCE

2015

Project Leader/s:

Off track 

























Implementation Delayed 

On track 

**Process 1:** Students will engage in quality teaching and learning programs that reflect Future Focused Learning.

Implement a Performance and Development Project.


Streamlining school management administration processes to support student learning (LMBR, OLIVER and Student Welfare Programs, PBL).


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# Strategic Direction 3: COMMUNITY PARTNERSHIPS

2015

Project Leader/s:

Off track 

Implementation Delayed 

























On track 

**Process 1:** Provide parent forums on a variety of topics to enhance parent and caregiver engagement.

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# Strategic Direction 1: SUCCESSFUL LEARNERS

2016

Project Leader/s:

Off track 

Implementation Delayed 

On track 

























**Process 1:** Provision of a broad range of curricular and extra-curricular activities to support student engagement and learning.

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  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	<p>Enter Plan Data analysed for evidence of growth and areas of success and improvement.</p> <p>School reports clearly show growth data – comments reflect this growth. Data collected and analysed to compare reports of behaviour incidents.</p>	<p>Plan data and Smart Data and student individual data shows growth. NAPLAN Data shows 2% increase in top 2 bands 70% of students moving the expected number of clusters. Increased Positive student behaviours monitored by data collection of behaviour incident reports. Student reflections on new rules – survey. (What rules are being broken etc) Student reflection statements show increased engagement in positive behaviour.</p> <p>\$6000 iPads \$2000 PBL Budget \$200 Peer Support Funding has supported effective implementation of programs.</p>

# Strategic Direction 2: PROFESSIONAL EXCELLENCE

2016

Project Leader/s:

Off track 

























Implementation Delayed 

On track 

**Process 1:** Students will engage in quality teaching and learning programs that reflect Future Focused Learning.

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  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	<p>Success of PDPs goals. Teacher reflections from teacher mentoring show growth. Student reflection are positive on improved teaching practice.</p>	<p>Success of PDPs goals Teacher reflections from teacher mentoring show growth. Student reflection are positive on improved teaching practice. Movement within SEF self-evaluation elements.</p>
			<p>TPL Budget - \$5000.00 Bruce Sullivan SDD - \$500.00</p> <p>Funding has supported effective implementation of programs and professional development of staff.</p> <p>QTSS funding supporting AP to mentor/observe staff. • Quality Teaching, Successful Students (QTSS) (\$4,000.00)</p>

# Strategic Direction 3: COMMUNITY PARTNERSHIPS

2016

Project Leader/s:

























Off track  Implementation Delayed  On track 

**Process 1:** Provide parent forums on a variety of topics to enhance parent and caregiver engagement.

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Enhancing a shared vision across community of schools for the development of quality professional development.

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  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Purposeful partnerships are developed and fostered within the school Purposeful partnerships are developed and fostered within the wider school community to promote the school and its programs  Annual Milestone Increased parent attendance at school events/functions Smoother transitions Increased numbers enrolled at the school Annual Milestone Increased parent attendance at school events/functions Smoother transitions Increased numbers enrolled at the school	TPL Budget \$5000 Bruce Sullivan SDD \$500  Funding has supported effective implementation of programs and professional development of staff.  QTSS funding supporting AP to mentor/observe staff. • Quality Teaching, Successful Students (QTSS) (\$4,000.00)

# Strategic Direction 1: SUCCESSFUL LEARNERS

2017

Project Leader/s:

Off track 

Implementation Delayed 

On track 

























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  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

# Strategic Direction 2: PROFESSIONAL EXCELLENCE

2017

Project Leader/s:

Off track 

























Implementation Delayed 

On track 

**Process 1:** Students will engage in quality teaching and learning programs that reflect Future Focused Learning.

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Streamlining school management administration processes to support student learning (LMBR, OLIVER and Student Welfare Programs, PBL).


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  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

# Strategic Direction 3: COMMUNITY PARTNERSHIPS

2017

Project Leader/s:

Off track 

Implementation Delayed 

























On track 

**Process 1:** Provide parent forums on a variety of topics to enhance parent and caregiver engagement.

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










































Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		



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




2015

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
2. English language proficiency			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

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

























2015

Off track  Implementation Delayed  On track 

## 3. 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 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

















































## 4. Quality Teaching, Successful Students (QTSS)

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

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

2015

















































Off track  Implementation Delayed  On track 

5. Socio-economic background			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
6. Targeted student support for refugees and new arrivals			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

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




2016

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>	100% Aboriginal students have full access to the curriculum and activities that require additional funds such as excursions like camp. Improved attendance at school.	Aboriginal students are progressing at the expected rate through continuum clusters as evidenced through PLAN Data analysis.	RAM \$3312 • Aboriginal background loading (\$3,312.00)
2. English language proficiency				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Students have full access to the curriculum and activities.	EALD and LAP students progress through continuum clusters and ESL scales as evidenced through PLAN Data analysis and EALD data analysis.	RAM \$5652 • English language proficiency (\$5,652.00)

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






















2016

Off track  Implementation Delayed  On track 

## 3. 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 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Identified students' progress monitored against IEPs and Plan Data analysis  Part of Strategic Direction 1	0.1 teacher allocation \$10500 \$5320 flexible \$131040 integration funding (SLSOs) • Low level adjustment for disability (\$15,820.00)
















## 4. Quality Teaching, Successful Students (QTSS)

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

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




2016			Off track <span style="color: red;">○</span>	Implementation Delayed <span style="color: orange;">○</span>	On track <span style="color: green;">○</span>
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>	Success of PDPs goals. Teacher reflections from teacher mentoring show growth. Student reflection are positive on improved teaching practice.	Success of PDPs goals. Teacher reflections from teacher mentoring show growth.	QTSS Funding 0.05 approx \$4000 • Quality Teaching, Successful Students (QTSS) (\$4,000.00) • Quality Teaching, Successful Students (QTSS) (\$4,000.00)	
<b>5. Socio-economic background</b>					
Milestone		Evaluation processes and impact assessment		Resources (\$ value)	
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1				
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1				
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2				
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<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>	Identified students' progress monitored against IEPs and PLAN data analysis.	Part of Strategic direction 1.	RAM \$6048 Learning Support Teacher • Socio-economic background (\$6,048.00)	
<b>6. Targeted student support for refugees and new arrivals</b>					
Milestone		Evaluation processes and impact assessment		Resources (\$ value)	
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1				
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1				
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2				
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>				

















































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

2016		Off track 	Implementation Delayed 	On track 
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

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

2017




Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
2. English language proficiency			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		



























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

























2017

Off track  Implementation Delayed  On track 

## 3. 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 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

















































## 4. Quality Teaching, Successful Students (QTSS)

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

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

2017

Off track  Implementation Delayed  On track 

5. Socio-economic background			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
6. Targeted student support for refugees and new arrivals			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		