



Diocese of Wilcannia Forbes Implementation Plan - Peak Hill



An Australian Government Initiative



Implementation Plan

Smarter Schools Low SES National Partnership

School St Joseph's School

Town Peak Hill

Principal Mr Dean Colmer

Duration of the Partnership 2010 - 2013

Reform Priorities

- 1: Incentives to attract high-performing teachers and principals.**
- 4: Providing innovative and tailored learning opportunities.**
- 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services.**

School Contact Mr Dean Colmer

Diocesan Contact Mrs Mary Ellen Dempsey

Program Facilitator Mrs Kathryn Nadin

Lead Teacher Miss Emma Klintworth

Leadership Program Contact Michael Bezzina and Charles Burford (ACU Sydney)

Reforms	Identified Areas of Need	Key Improvement Strategies	Measures of progress
<p>Reform 1 Incentives to attract high-performing teachers and principals</p>	<p><u>Attracting high performing principals</u></p>	<p>Principal mentoring program utilising recently retired principals.</p> <p>Diocesan office facilitated professional learning – First Steps Reading</p> <p>Professional learning facilitated by ACU – Leaders Transforming Learning and Learners (LTLL)</p>	<p>Effective management of school's processes and procedures. Effective Communication with staff and parents.</p> <p>Participation in professional learning.</p> <p>Implementation of projects and strategies</p>
	<p><u>Attracting high performing teachers</u></p>	<p>School nominates to be part of the Diocesan Early Employment Program (DEEP)</p> <p>Marketing the school to target universities and systems for placement of interns and to attract graduating teachers.</p> <p>Provision of a mentor to implement the Recent Graduate Support Program including Teacher Accreditation support.</p> <p>Diocesan Office facilitated professional learning – First Steps Reading</p>	<p>Number of recent graduates employed in diocesan schools.</p> <p>Increased number of internships in diocesan schools.</p> <p>Number of recent graduates successfully accredited Feedback from mentor/teacher/principal and diocesan office personnel. Participation in recent Graduate teleconferences</p> <p>Implementation of evidence-based and engaging learning programs in classrooms.</p>
	<p><u>Supporting and building leadership capacity</u></p>	<p>Specialist roles to support educational leadership within diocesan schools – Learning Support Teacher (LST)</p>	<p>Implementation of diocesan initiatives with a focus on pedagogy to improve literacy, numeracy and technology.</p>

		<p>Information Communication Technology Teacher (ICTT) Lead Teacher (LT)</p> <p>Participation in a whole school leadership program in order to embed and sustain best practice in educational leadership.</p> <p>Undertaking Executive Team Development facilitated by Dr Michelle Mulvihill</p>	<p>Participation by all teachers in “Leaders Transforming Learning and Learners” (LTLL) a partnership with Australian Catholic University. Ongoing support and training for staff to build capacity,</p> <p>Staff with the capacity and confidence to seek and accept leadership positions.</p> <p>Development of communication skills</p>
	<p><u>Provision of professional learning</u></p>	<p>Participation in Professional Learning Communities established for LTLL project implementation.</p> <p>Implementing Restorative Practices Program</p> <p>First Steps Reading course</p> <p>Undertake training to support effective use of interactive whiteboards</p> <p>Undertake ongoing professional learning to provide support for the implementation of the school literacy/numeracy plan</p>	<p>Participation in mid point/end point cluster meetings to share progress of projects implemented.</p> <p>Participation of staff, students and parents in Restorative Practises Program. Successful implementation of program.</p> <p>Number of staff trained in First Steps reading, writing and number. Evidence of effective literacy block in class program.</p> <p>Number of staff proficient in the use of Activboard as a teaching tool</p> <p>School systematically working towards reaching school plan target/goals</p>

<p><u>Reform 4 Providing innovative and tailored learning opportunities</u></p>	<p><u>Innovative learning opportunities</u></p>	<p>All staff become competent in the use of NAPLAN SMART 2 data to : Evaluate teaching practices across K-6, to inform future teaching and learning needs of all students.</p> <p>Implement focussed interventions to promote growth for identified students using First Steps Reading and MULTILIT.</p> <p>Professional learning exploring evidence- based effective literacy teaching.</p> <p>Critical evaluation and selection of appropriate resources to stimulate and support optimum learning.</p> <p>Delivering curriculum using technology</p>	<p>Training of all staff in NAPLAN SMART data analysis of reading.</p> <p>Staff actively and consistently using NAPLAN SMART 2 data as a diagnostic tool, with evidence in the class program.</p> <p>All staff complete SMART 2 e Learning modules</p> <p>All staff members trained in the use of First Steps Reading Resource and MULTILIT Evidence of the use of the First Steps Second Edition Reading Resource in class programs and classrooms.</p> <p>Personalised Plans are in place for aboriginal students and students with identified needs.</p> <p>Professional learning to embed and sustain best practice in reading K-6. Engaging staff in reflection and team teaching opportunities.</p> <p>All stakeholders participate in the selection of resources. Purchase of appropriate resources.</p> <p>Staff professional development undertaken Staff actively using online resources to enhance curriculum</p> <p>Students actively using computer software to enhance</p>
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		<p>Provide adult information sessions on learning and current educational trends in reading</p>	<p>learning</p> <p>Parents participating in information sessions</p> <p>Parents providing strategies to support their child's reading at home.</p>
<p><u>Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services</u></p>	<p><u>On-going engagement with the broader community</u></p>	<p>Provide professional learning to create and drive whole-of-school initiatives around student wellbeing.</p> <p>Provide training for aboriginal elders and aboriginal community members to provide support within the classroom in relation to attendance and literacy.</p> <p>Offering 'parent education' classes on a range of issues to help parents and cares engage more fully with their child's learning at school and at home.</p> <p>Expanding schools services</p>	<p>Participation in the Restorative Practises Program by staff, students and parents.</p> <p>Participation by staff in a Cultural Immersion Program to support the development of an engaged parent community</p> <p>Participation in training programs and attendance in classrooms to support literacy learning</p> <p>Greater awareness of the impact of regular student attendance on literacy learning.</p> <p>Parent information sessions on First Steps reading</p> <p>Parent information session on Restorative Practises</p> <p>Transition to school programs in place</p> <p>Partnerships with local preschools and Parishes</p> <p>Employment of Educational Psychologist for onsite visits, assessments and parent workshops</p> <p>PLP process implemented</p> <p>Information sessions held with aboriginal parents</p>

		Provision of specialist allied health services Build on existing partnerships/relationships within the community	
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Reform 1 Incentives to attract high-performing teachers and principals

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
Participation in a whole school leadership program.	Leadership program in partnership with Australian Catholic University "Leaders Transforming Learning and Learners" (LTLL).	Professional Learning (2 Day Workshop).	Associate Professor Michael Bezzina & Dr Charles Burford, Australian Catholic University, Strathfield. Diocesan Education Services Team Staff	Term 4, 23-24 November 2009	Engagement with the LTLL conceptual framework. Development of a strategic school plan based on moral purpose, teacher leadership and the promotion of authentic learning.
	Engagement with online support networks to facilitate sharing of ideas and experience across schools and resources.	Mid –Point Meeting	Associate Professor Michael Bezzina & Dr Charles Burford, Australian Catholic University, Strathfield. Diocesan Education	Term 2, 24 th May 2010	Term 4 2010 presentation of LTLL project.

		Use of learning management system for learning related to elements of the LTLL framework particularly authentic learning elements and literacy programs.	Services Team Staff Principal Lead Teacher Staff	Terms 1,2 & 3, 2010	
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Reform 4 Providing innovative and tailored learning opportunities

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
All staff trained and competent in the use of <i>First Steps Second Edition Reading Resource</i> .	Inservicing/Refresher in <i>First Steps Second Edition Reading</i> .	Formal training for untrained staff.	<i>First Steps Second Edition</i> facilitators.	3 & 4 May 2010	All staff trained in <i>First Steps Second Edition Reading</i> .
		All teaching staff refresher in <i>First Steps Second Edition Reading</i> .	<i>First Steps Second Edition</i> facilitator.	Term 1, 2010	
Training of all staff in NAPLAN SMART data analysis through eLearning modules.	Professional Development in the analysis of NAPLAN SMART data.	School based PD Laptops with SMART data loaded.	Program Facilitator, Diocesan Education Services Team.	26/7/10	2009 NAPLAN data has been analysed and report completed.
		eLearning modules tutorials with Lead Teacher.	Lead Teacher		

<p>Staff to engage with the DET Portal to target and maximise learning for students.</p>	<p>Two staff meetings led by DO Staff to:</p> <ul style="list-style-type: none"> •engage and use eLearning modules to analyse 2010 NAPLAN SMART 2 Data •identify school literacy targets. 	<p>Staff Meetings (2) Laptops with access to SMART 2 Data via DET (EMSAD) portal.</p>	<p>Diocesan Education Services Team Program Facilitator Principal Whole School Staff</p>	<p>Week 10 Term 3 2010 Week 1/2 Term 4 2010</p>	<ul style="list-style-type: none"> •NAPLAN SMART data analysed for 2010 using knowledge gained from eLearning modules. •Identify targets to be explicitly taught which will inform Literacy/Numeracy Plan. •Students identified for targeted individualised programs such as PLPs and IEPs.
<p>Staff use NAPLAN SMART 2 Data as a diagnostic tool, with evidence in the class program.</p>	<p>Staff Meeting to establish school expectations of how data analysis is to inform classroom programs.</p> <p>Teachers released to work with Lead Teacher establish teaching strategies from SMART 2 data to be used in teaching and learning program.</p> <p>Ongoing staff meetings to reflect and evaluate effectiveness of teaching and learning programs.</p>	<p>Staff Meetings Computers with access to NAPLAN SMART 2 data</p>	<p>Diocesan Education Services Team Principal Whole School Staff</p> <p>Lead Teacher Classroom Teachers LST Teacher</p> <p>Principal Whole Staff</p>	<p>Initial Staff Meeting for Term 1 2011</p> <p>Week 2 Term 1 2011</p> <p>Ongoing Meetings</p>	<ul style="list-style-type: none"> •Evidence in classroom programs. •Students to show positive growth at or above the state average with particular emphasis on both Indigenous students and cohort of girls.
<p>Identify and target all students where data indicates need.</p>	<p>Development of individual and group teaching and learning programs for targeted students.</p>	<p>School based assessment</p>	<p>Learning Support Teacher Lead Teacher Staff Principal</p>	<p>Term 4, 2009</p>	<p>Development, assessment and monitoring of Individual Literacy Plans.</p> <p>Staff trained in the MULTILIT</p>

	<p>Training in MULTILIT, intervention program for individual students.</p>	<p>Support staff trained in MULTILIT intervention program.</p> <p>Training of other staff in MULTILIT.</p>	<p>Support Staff MULTILIT Facilitators</p> <p>Teaching Staff Lead Teacher</p>	<p>Term 4, 2009</p> <p>2011, ongoing</p>	<p>program.</p> <p>Implementation of the MULTILIT program for identified students.</p>
<p>The explicit focus on comprehension skills and strategies K-6.</p>	<p>The study of best practice approaches in teaching and learning of comprehension skills.</p> <p>Professional learning with particular reference to the <i>First Steps Second Edition Reading Resource Book Chapter 4</i>.</p>	<p>Professional Conversations at staff meetings.</p> <p>As a central focus to the professional learning cycle, with the particular emphasis on the "Gradual Release of Responsibility" (Pearson and Gallagher 1983)</p>	<p>Principal All teaching staff Diocesan Education Services Team Lead Teacher</p>	<p>Term 1 & 2 2011</p>	<p>Professional Learning Cycle:</p> <ul style="list-style-type: none"> • Peer Classroom visits • Inter-school visits • Team teaching <p>Planned, explicit teaching of comprehension strategies using modelled, shared and guided reading.</p> <p>Evidence in classroom program.</p> <p>Improvement of students' comprehension skills.</p>
<p>The embedding and sustaining of best practice in reading K-6.</p>	<p>Establish an effective Literacy block.</p>	<p>Professional discussions with a view to consensus on a common language and best practice in regards to the teaching of reading.</p> <p>Evidence in classroom practice, such as: guided reading groups.</p>	<p>Principal Lead Teacher Diocesan Education Services Team All Teaching Staff Program Facilitator</p>	<p>Term 1 2011, ongoing</p>	<p>Supervision and sharing of class programs in accordance with Diocesan policy.</p> <p>Regular, planned and structured conversations at Staff Meetings reflecting on best whole school practice and development of a common language for the teaching of reading.</p>

	<p>Ongoing support for teachers in implementing the First Steps resource. Evidence of the use of the First Steps Second Edition Reading resource in programs and classrooms.</p>	<p>Focus of the Professional learning cycle for all staff. Lead teacher released one day a week to support teachers in the effective implementation.</p>	<p>Diocesan Education Services Team Lead Teacher Teaching Staff</p>	<p>Term 2/3, 2011, ongoing</p>	<p>Clear, documented record of agreed practice.</p> <p>Development of a Scope and Sequence for Reading.</p> <p>Professional Learning Cycle:</p> <ul style="list-style-type: none"> • Peer Classroom visits • Inter-school visits <p>Planned, explicit teaching of reading strategies using modelled, shared and guided reading.</p>
<p>Appropriate resources to support the teaching and learning of reading with an emphasis on Aboriginal perspectives to enhance student learning and promote skills.</p>	<p>Audit of current school reading resources.</p> <p>Survey students to determine their interests in regard to reading materials.</p> <p>Purchase of resources:</p> <ul style="list-style-type: none"> •classroom readers incorporating a variety of text types. •literature with an Aboriginal perspective •high interest reading material as per survey information •appropriate teacher support material to enhance teaching/learning 	<p>SSNP Low SES funds</p> <p>Survey completed by students</p>	<p>Principal Lead Teacher All Staff Students AEW Local Indigenous community members</p>	<p>Term 4 2010, ongoing</p>	<p>Current reading resources to promote engagement and enjoyment.</p> <p>All staff aware of reading resources in the school.</p> <p>Reading focus during NAIDOC Week Aboriginal book displays in classrooms</p>

	<p>programs</p> <ul style="list-style-type: none"> •teaching resources to extend exposure to a variety of text types. 				
<p>Development of a whole school process for monitoring and tracking student performance in reading K-6.</p>	<p>Professional discussions to review school procedures for standardised testing and documentation for class and whole school formal assessment results.</p>	<p>Consultative process led by Principal, Lead Teacher and Learning Support Teacher.</p>	<p>Principal Lead Teacher Learning Support Teacher All Teaching Staff</p>	<p>Term 1, 2011</p>	<p>School Policy documenting standard procedures for:</p> <ul style="list-style-type: none"> •gathering and recording of student data; •monitoring/tracking of students; •reporting of student performance K-6. <p>Development and use of a format for recording K-6.</p> <p>Staff Meeting to share data and review procedures.</p>
	<p>Access School Executive for staff training in running records.</p>	<p>Teachers released to work with School Executive to train in the use of running records.</p>	<p>Principal Teaching Staff</p>	<p>Term 1, 2011</p>	
	<p>Amending and finalising school procedures /documentation after mid-year formal assessments for standardised testing and other formal assessments. Establishing a formalised process of tracking student progress including the passing on of relevant information to new classroom teachers at commencement of each school year to inform teaching/learning.</p>	<p>Consultative process led by Principal, Lead Teacher and Learning Support Teacher.</p>	<p>Principal Lead Teacher Learning Support Teacher All Teaching Staff</p>	<p>End of Term 2, 2011</p>	
		<p>Consultative process led by Principal, Lead Teacher and Learning Support Teacher.</p>	<p>Principal Lead Teacher Learning Support Teacher All Teaching Staff</p>	<p>Term 3, 2011</p>	

<p>Utilise engaging and purposeful digital resources to enhance student learning outcomes, cater for individual needs, differentiate the curriculum, capture interest of reluctant learners and attain and maintain 21st Century educational standards.</p>	<p>Audit digital resources</p> <p>Research into current best practice is the use of digital resources to engage reluctant learners</p> <p>Purchase of digital resources</p> <p>Provide professional development on effective use of technology resources</p> <p>Evaluation/reflection on ensuring authentic learning experiences</p>	<p>Release Time</p> <p>Purchase resources</p> <ul style="list-style-type: none"> - Ipods + accessories - Ipad - Macbooks - IWB wands - Audio - Headphones - Data Screen - Update current computers to support new software <p>Culturally appropriate software including IWB programs</p>	<p>ICT Teacher Principal Lead Teacher All staff</p>	<p>Term 4, 2010 and ongoing</p>	<ul style="list-style-type: none"> - resources being used effectively in classroom Literacy block - students actively engaged in the use of the resources - evidence of improved learning outcomes in students - increased active engagement of reluctant learners - Increase in staff capacity to effectively use resources to support best teaching practice.
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Reform 6 External partnerships with parents, other schools, businesses and communities and the provision of access to extended services

Key Improvement Strategies	What <i>The activities and programs required to progress the key improvement strategies</i>	How <i>The budget, equipment, IT, learning time, learning space</i>	Who <i>The individuals or teams responsible for implementation</i>	When <i>The date, week, month or team for completion</i>	Achievement Milestones <i>The changes in practice or behaviours</i>
<p>The development of Personalised Learning</p>	<p>Personalised Learning Plans to be developed</p>	<p>Professional Development day</p>	<p>Diocesan Education Team Principal</p>	<p>21st May, 2010</p>	<p>Evidence of PLPs in classroom planning and programming.</p>

<p>Plans (PLPs) for all indigenous students.</p>	<p>and implemented across the school.</p>	<p>Testing Day</p> <p>Classroom Teachers released an hour per student to develop individualised PLP.</p>	<p>Lead Teacher Teaching Staff AEW Parents Students</p>	<p>May 2010</p> <p>Term 2, 2010, ongoing</p>	<p>Increased involvement of Indigenous parents/carers.</p> <p>Improved student performance.</p>
<p>To strengthen and build upon the partnership with families to form a Literacy community which supports students in the development of reading skills.</p>	<p>Parent/Carer information sessions focusing in supporting children to read.</p> <p>Literacy Week activities on reading and writing.</p>	<p>Daytime/Evening Sessions</p> <p>Open Day Assembly Awards Visits to classrooms to view guided reading and Literacy using technology Picnic lunch</p>	<p>Principal Teaching Staff Diocesan Education Team</p> <p>Principal Teaching Staff AEW Parents/Grandparents</p>	<p>November 2010 (Orientation Day) Term 1, 2011 (Information Nights) Ongoing</p> <p>Term 3, 2010, annual event</p>	<p>Parents/Carers have a deeper understanding of how to support their child in reading.</p> <p>Greater parental awareness of Literacy teaching in the school.</p> <p>Parental expectations raised in regards to their child's literacy levels.</p>
<p>Building a partnership with the local pre-school to establish a Transition to school program.</p>	<p>Develop and implement a transition to school program to enhance children's readiness for school.</p>	<p>Lead Teacher released to establish transition to school program.</p> <p>Consultation with DO staff for approval of transition program</p> <p>Principal/Kindergarten teacher to liaise with the Pre-school committee to build stronger relationships between the school and pre-school.</p>	<p>Lead Teacher</p> <p>DO Teacher Educator, Director of Schools Principal</p> <p>Principal Kindergarten Teacher</p>	<p>November 2010</p>	<p>Enrolment intake over the next two years.</p> <p>Closer partnership between pre-school/school.</p>

		<p>Establishment of a learning space within the school environment to support the transition program.</p> <p>Explore options for funding the transition program, such as: DO office, P&F</p>	<p>Lead Teacher</p> <p>Diocesan Education Services Team Principal Lead Teacher P&F executive</p>		
<p>The development of a pre-reading and writing program for Kindergarten enrolments to enhance early literacy processes and skills.</p>	<p>To implement an intensive pre-reading and writing program for new Kindergarten students at the commencement of the school year.</p>	<p>Source appropriate programs and personnel to enhance reading and writing skills.</p> <p>Make links with local health experts, such as, OT and Speech to access activities to use in teacher programs.</p> <p>SSNP Low SES funding to purchase equipment for program.</p>	<p>Diocesan Education Team Principal Learning Support Teacher Kindergarten Teacher AEW Teacher Assistants</p> <p>Principal Lead Teacher Learning Support Teacher Kindergarten Teacher GWAHS</p> <p>Principal Lead Teacher Learning Support Teacher Kindergarten Teacher</p>	<p>Term 4, 2010</p>	<p>Marie Clay testing results early Term 1 and late Term 2.</p> <p>Students identified for targeted individualised programs.</p>
<p>Inform parents and community of National Partnership Program.</p>	<p>Include an insert about Low SES National Partnership Program in the weekly newsletter.</p>	<p>Submission of insert into school newsletter.</p>	<p>Principal</p>	<p>Weekly, 2010, ongoing</p>	<p>Parental awareness of National Partnerships.</p>

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<p>To continue to build strong relationships with the wider community through promoting positive features of the school.</p>	<p>Inform community of school events and achievements through regular input in the local newspaper.</p>	<p>Submission of articles and photos during the school term.</p>	<p>Teaching Staff School Secretary</p>	<p>Weekly, 2010</p>	<p>Greater community awareness of school activities.</p>
	<p>Distribute the school newsletter to the local community.</p>	<p>Leave copies of newsletter at Parish Church and local businesses.</p>	<p>School Secretary AEW Parish Coordinator</p>	<p>Weekly, 2010</p>	
<p>To source community members who can provide cultural links to classroom curriculum.</p>	<p>During Aboriginal education focus on Language; art/craft activities and song and dance as well as local/Aboriginal history.</p>	<p>SSNP Low SES funds Investigate local aboriginal community members who are able to assist with activities.</p>	<p>AEW Principal Lead Teacher Program Facilitator Local Community Members</p>	<p>Begin Term 4, 2010</p>	<p>Culturally appropriate input into curriculum.</p>
<p>Build partnerships/relationships within the local community.</p>	<p>Liaise with various local community groups to establish links for student involvement in community life.</p>	<p>Teaching staff, AEW and support staff to be allocated a particular community group to liaise with.</p>	<p>Principal Lead Teacher Program Facilitator Teaching Staff Support Staff AEW</p>	<p>Term 4, 2010</p>	<p>Stronger links and awareness of local community life.</p>
	<p>Visits to Hospital and Old Age Home.</p>	<p>Contact local hospital to organise dates of visits on school planner.</p>	<p>Contact person from staff Local Hospital</p>	<p>Term 1, 2011, ongoing</p>	<p>Positive/constructive interaction with elderly members of our community.</p>
	<p>Establish a school 'Mini Vinnies' group.</p>	<p>Organise an information session on the group and</p>	<p>Contact person from staff Local St Vincent de Paul</p>	<p>Term 1, 2011, ongoing</p>	<p>Positive interactions with local community members and greater awareness of people less fortunate than themselves.</p>

		form a student committee.	member		
	Initiate a bi monthly student radio report to be aired on the local FM radio station.	Contact local FM radio to organise an information session on workings of a local radio and establish dates of aired reports on school planner.	Contact person from staff Local FM Radio contact	Term 1, 2011, ongoing	Greater community awareness of school activities.

Smarter Schools Low SES National Partnership Budget – Peak Hill 2010

Reforms:

- 1. Incentives to attract high-performing teachers and principals**
- 4. Providing innovative and tailored learning opportunities**
- 6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services**

Budget item	Reform element	Notes	2010 Allocation
Program Facilitator	1, 4, 6	0.4 allocation	8 000
		Facilitator costs	4 200
Lead Teacher	1, 4, 6	0.2 classroom release	14 800
LTLL Leadership Program	1, 4, 6	Teacher costs/materials	870
LTLL Leadership Program		Facilitator costs	6 780
		Subtotal	\$ 34 650

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Casual Relief	1, 4, 6	A bank of days monitored by the lead teacher to facilitate professional learning. One release day per teacher Total 4 days	1 400
School self Evaluation (SSE)	1, 4, 6	One day workshop for all staff member E Learning tutorials Smart data (1/2 day release each teacher)	1 000
Digital technology resources	4	Purchase of resources as per school implantation plan	6 000
Resources	1, 4, 6	Purchase of resources as per school implantation plan	10 000
		Subtotal	\$ 18 400
General operating expenses	1,4,6	Other expenditure related to implementing NPLN program specified in the revised school improvement plan	950
		Subtotal	\$ 950
		Total budget plan 2010	\$ 54 000