

HILLVUE PUBLIC SCHOOL IMPROVEMENT PLAN 2012-2014

Up-dated 14 October 2011

School Context

Hillvue Public School serves a diverse community in South Tamworth. Our student enrolment of 255 includes approximately 65% of students with an Aboriginal cultural background. Our school receives strong support from the Parents and Citizens Association and the local Aboriginal Education Consultative Group. Members of our school community are regularly provided with opportunities to have input into our school planning.

The school experiences a high turnover of students as it serves a low-socio economic community with a high proportion of public housing and low cost rental properties. In 2010 there was 20% mobility. This impacts on the student attendance rates which decreased in the past two years 2009-10 and improved slightly in 2011. Approximately 65% of the parents are unemployed.

The school has a committed staff, with a balance of experienced and early career teachers that collaborates with students and parents to elevate expectations and address core values and social needs. The staff has a knowledge and understanding of Aboriginal culture and values and respects Aboriginal culture and student identity.

Our aim is, in partnership with our parents and community, to continue to provide excellent educational opportunities for our students. The Schools in Partnership Advisory group meets regularly to provide guidance on the schools programs and initiatives.

These partnerships include National Partnerships Low SES, Priority School Program (PSP), Schools in Partnership (SiP) and the many programs that we implement including Accelerated Literacy (AL), Personalised Learning Plans (PLPs), Transition Programs, Reading Recovery, Multilit, Quicksmart, You Can Do It and our Learning Support Team and programs are making a positive impact on our students who strive to be "Caring, Smart and Proud."

Hillvue Public School's Priority Areas (3 year horizon)

These priorities address local needs and make explicit the school's contribution to improvement across the public education system by incorporating the Department's priorities into the planning process. The following areas are included as they will play a significant role in improving student learning outcomes – academic and social.

Priority Area 1: Leadership and Management

Priority Area 4: Literacy and Numeracy

Priority Area 3: Engagement and Attainment

Priority Area 5: Aboriginal Education (included in Priority Area 1, 3 and 4)

• 2012 Targets (1 year horizon)

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Year 5 Reading 2013 by 10%.
- To increase the percentage of students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Reading over 2 years 2011-2013 by 10%.
- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Year 5 Numeracy 2013 by 10%.
- To increase the percentage of students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Numeracy over 2 years 2011-2013 by 10%.
- Maintain 100% of students with agreed Personal Learning Plans (PLPs) by end of Term1 2012.
- Increase of 0.2% in annual attendance rate of students based on DEC data.

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Priority Area 1 : Leadership and Management

Intended Outcomes

- Strengthened teacher pedagogy/ capacity to improve student learning outcomes
- Pedagogical strategies/practices strengthened through the implementation of quality research based programs and initiatives
- Enhanced school leadership capacity for school improvement through research based programs and initiatives and initiatives
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning

2012 Targets

- Through Professional Learning teachers will be able to support students in achieving the Targets for 2012-2014

Strategies	Timeframe	Responsible	Resource	Indicators
<p>Engage school leadership teams in school accountability processes across the stage/faculty and whole school and cluster levels for Literacy Planning and Scope and Sequence of skill development.(R5)</p> <p>Executive Release to support Quality Teaching, mentoring and engagement.(R2)</p> <p>Use whole school planning to align student learning and teacher learning.</p>	2012 ->	Principal	\$20,000 (SiP)	<p>Increased teacher participation in professional learning that builds capacity and school improvement</p> <p>Quality teaching elements are evident in lessons created using interactive whiteboard software, connected classroom is regularly operational.</p>
<p>Develop professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers' Professional Teaching Standards and other leadership standards).(R2)</p> <p>Provide additional Administration Support for program implementation and support</p>	2012->	Principal Executive	Low SES \$20,214	<p>Increased teacher participation in professional learning in information communication technologies.</p> <p>All staff participate in School Development Days</p>
<p>The principal and invited staff will participate in a leadership program to assist him to lead improvement in the learning outcomes of Aboriginal students. In NSW, this will occur in the Connection To Country project.(Domain 5)</p>	2012->	Principal		<p>Effective teaching practices throughout the school</p> <p>Executives are familiar with Robert Marzanos "Art and Science of Teaching" and classroom teachers have commenced their understanding and implementation</p>
<p>The school will negotiate a formal school community agreement between the school, families and Aboriginal communities that sets out the respective responsibilities of each party and the ways in which they will work together to create a culture of high expectations for Aboriginal students and support improvements in their engagement, wellbeing and educational outcomes. (Domain 2)</p>	2012->	Principal		<p>Executive will have developed understandings of Robert Marzanos research as outlined in Effective Supervision- The Art And Science of Teaching</p>

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<p>Build teacher and school leadership capacity to support school improvement and student learning.</p> <p>Provide professional learning programs to support career development and improved Teacher Quality.</p> <p>Staff will participate in and implement actions from Team Leadership for School Improvement Program from PLLD.</p> <p>The school will continue to develop an action plan for the implementation and completion of TLSI Program (R4)</p>	2012 ->	Principal Executive	<p>\$3801 (Low SES)</p> <p>\$1000(SiP)</p> <p>Professional Learning Funds</p> <p>\$2000</p>	<p>Formative and summative assessments/evaluations are used for Consistency of Teacher Judgement (CTJ) in reporting to parents</p> <p>Aboriginal students and communities are empowered/engaged through the promotion of their identity, culture and leadership in community partnerships with the school</p> <p>Increase the number of staff undertaking leadership development programs</p>
<p>Identify and implement strategies, based on research, in the effective pedagogical use of interactive whiteboard technology to enhance student engagement and quality teaching</p> <ul style="list-style-type: none"> - Implement interactive classrooms to better meet the learning needs of 21st century students. - Employ a technology teacher/co-ordinator - Purchase and install a permanent Smartboard. (R2) 	2012->	Principal Executive	<p>Low SES \$5542</p> <p>Low SES \$15088</p>	<p>The school through the principals leadership is effective in supporting Aboriginal students to become successful learners, confident and creative individuals, and active and informed citizens</p>
<p>Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.(R3)</p> <p>TESS software renewal.</p>	2012->	Executive ICT Coordinator	<p>Professional Learning Funds</p> <p>\$2000</p>	
<p>Staff participate in on-going Professional Development that includes the conduct and evaluation of walkthroughs to improve the Quality of Teaching and Student Engagement</p> <p>The executive will actively engage in the understanding and implementation of Marzano's "The Art and Science of Teaching."</p> <p>Commence Instructional Observations and develop an understanding of Instructional Leadership and Improved Supervision Practices through learning walks and implementing aspects of Robert Marzano's "Effective Supervision" in supporting "The Art and Science of Teaching".</p> <p>Executive become familiar with Instructional Practice Inventory and implementing strategies leading to improvement in:</p> <p>Students Active Engaged Learning</p>	2012->	Principal Executive	<p>Professional Learning Funds</p> <p>\$2000</p>	
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Student work with teacher (not engaged) And a reduction in: Teacher Led Instruction Student work with teacher (with Teacher Engaged) Complete Disengagement				
Co-operative planning days which includes flexible school organisation (R3)	2012->	Executive	Professional Learning Funds \$1000	

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Priority Area 3 : Engagement and Attainment

Intended Outcomes

- School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential
- Quality teaching practices used for every student with particular attention to personalised learning
- A rigorous continuum of learning from K-6 which provides for every student with particular emphasis on transition points
- Improved social and emotional wellbeing and skills for life for every student You Can Do It
- Increased parental engagement in supporting their child's learning

2012 Targets

- Maintain 100% of students with agreed Personalised Learning Plans (PLPs) by end of Term 1 2012
- Increase of 0.2% in annual attendance rate of students based on DEC data

Strategies	Timeframe	Responsible	Resource	Indicators
<p>Implementation of 2010 National Aboriginal and Torres Strait Islander Education Plan- NSW Delivery and Actions.(strategies)</p> <p>Purchase and use appropriate and relevant Cultural Resources</p> <p>Devise and implement innovative activities to celebrate Aboriginal culture throughout the year. Acknowledge Aboriginal culture through symbolic gestures (i.e. Welcome to Country, Flags)</p> <p>Ensure all new staff including are trained in cultural awareness.</p>	2012->	Principal SiP Advisory Group	<p style="color: magenta;">SiP \$5,000</p> <p style="color: magenta;">SiP \$2,000</p>	<p>Caring teaching and learning environment fosters wellbeing and belonging to the community.</p> <p>Student behaviour is being supported through a range of initiatives to ensure that there is a reduction in disruptive behaviour so that all students have the opportunity to engage in their learning.</p>
<p>Implement and monitor an evidence -based attendance strategy in consultation with parents and the local Aboriginal community, which includes targets for improved attendance and reflects how the school responds to and seeks to enhance the linguistic, cultural and conceptual resources that students bring to their schooling.</p> <p>(Domain 3)</p>	2012->	Principal Teacher of Engagement		<p>Assistant Principal engagement and AEO identify students with 70% attendance rate and 85% and implement an incentive program. Attendance concerns letters requesting interviews. Regular follow-ups of unexplained absence through PIP</p>
<p>Employ K-6 professional staff member (AP) with a range of specific skills to provide in and out of classroom support. (R3)</p> <p>Employ an additional teacher to guarantee structure of 11 mainstream and 3 support classes reducing class size and further impact on engagement</p>	2012->	Principal	<p style="color: red;">Low SES \$123,956</p> <p style="color: red;">Low SES \$107,711</p>	<p>Teachers regularly monitor student attendance. Follow up attendance through a Phone Intervention Program, Executives work with parents</p>

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<p>Personal Learning Plans (PLPs) for all students – teachers have additional time each week to implement plans equivalent 3/4 days per year.</p> <p>PLP Co-ordinator supports teachers in achieving 100% of students with PLPs</p>		<p>PLP Co-ordinator</p>	<p>SiP \$ 32,400</p>	<p>and Home School Liaison officer with Attendance Plan and referrals.</p> <p>100% of students have agreed Personal Learning Plans involving parent/community input. All new students have an agreed Personal Learning Plan within the month of enrolment.</p> <p>Regular advice through newsletter informing parents of legal obligations regarding attendance.</p> <p>Staff Development correct Register (Roll) procedures by district HSLO.</p> <p>Office generated letter of 2 consecutive days absence when unexplained.</p> <p>Whole school modelling of punctuality. Regular discussion of student's who are attendance concerns at staff meetings.</p>
<p>Implement strategies to improve student attendance rates (Domain 3)</p> <p>Phone Intervention Program</p> <ul style="list-style-type: none"> *Attendance rewards *Playground rewards *Classroom rewards *Assembly rewards *Elective Sports *Club Activities (R4) *Creative & Performing Arts <p>Strengthen implementation of proactive student wellbeing approaches</p>	<p>2012-></p>	<p>Principal Executive AP Engagement Sports Co-ordinator AEO</p>		
<p>Implement high quality transition programs to support students and their families throughout schooling.</p> <p>Year 6 ro Year 9 Transition.</p> <p>Kinder Transition Readiness for School (Domain 1)</p> <p>The teacher will implement programs that address readiness for school and have individual Learning Plans for all students. Employ additional staff (R6) SLSO</p> <p>The school will:</p> <p>Continue to develop effective partnerships with families to support the learning of each child. (R4)</p> <p>Engage with local community organisations to maximise support for each student (R6)</p> <p>Have in place an approach to the teaching and learning of Standard Australian English literacy which builds from students' home language</p> <p>Develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities.</p>	<p>2012-></p>	<p>Stage 1 AP</p>	<p>SiP \$4,000 Focus School \$5,000</p>	<p>Establish effective partnership with families to support the learning of each child.</p>

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<p>Involvement of all families, teachers and Aboriginal workers in the development of personalised learning strategies (PLPs) for students from the first year of formal schooling. (Domain 2)</p> <p>Implement Individual Learning Plans and Personal Learning Plans (PLPs) for all students (R4) and (Domain 2)</p> <p>Parent information and classes to help children at home (R6) and (Domain 2)</p> <p>Engage with local community organisations to maximise support for students (R6) and (Domain 2)</p> <p>University Newcastle Department Rural Health – Eat Well 2 Learn Well (Breakfast Club) after School Homework Centre continue work with Dr Peter Merotsy, University Of New England.</p>	2012->	PLP Co-ordinator STLA Principal AP		Ongoing productive relationships with community organisation and Universities
<p>Enhance learning opportunities for all students through the connected classroom strategy and through communities of schools.</p> <p>Partnerships with other schools Regional Support (R6)</p>	2012->	ICT Co-ordinator		
<p>Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice. (R3)</p>	2012->	Principal Executive	Professional Learning Funds \$1000	
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Priority Area 4 : Literacy and Numeracy

Intended Outcomes Literacy

- Increased levels of reading achievement for every student in line with State Plan Targets
- Diminished gap in reading achievement between Aboriginal students and all students
- Improved use of Best Start assessment and teaching practice (L3 Prof Dev.) of literacy learning in Kindergarten and the use of Smart data to inform teaching practice in Stage 1,2 and 3.

2012 Targets

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Year5 Reading 2013 by 10%
- To increase the percentage of students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Reading over 2 years 2011-2013 by 10%

Strategies	Timeframe	Responsible	Resource	Indicators
A literacy co-ordinator will continue to work with teachers to implement Accelerated Literacy (AL) K-6 and Literacy Program (R1) Provide extensive ongoing literacy support with professional development of programming and implementing AL units In school co-ordinator released one day per week to work with classroom teachers on planning and classroom practice. Purchase of literacy resources Teachers continue training in developing comprehension strategies and higher- order concepts in AL and writing	2012 ->	Principal Executive Literacy Co-ordinator	SiP \$10,000 SiP \$2,000 PSP \$6,900	Increase the percentage of Year 3 (2010) students performing at proficiency standard from 8% to 10.5% in NAPLAN Reading 2012 Increase the percentage of Year 5 (2010) students performing at proficiency standard from 12% to 14.5% in NAPLAN Reading 2012 in Year7
Use whole school planning processes to evaluate the quality of literacy teaching within the school Through regular supervision the Literacy co-ordinator supported by Assistant Principals ensure that quality literacy teaching programs are supporting student needs using explicit criteria for assessment.	2012->			Increase the percentage of all students achieving greater than or equal to expected growth in NAPLAN reading from 2011 to 2013 to 70%
A whole-of-school approach to the teaching and learning of Standard Australian English literacy which builds from students' home language. Teachers are trained in Bidialectal Approach as part of AL Participate in professional Learning in ESL strategies and assessment (Domain 4)	2012->			Increase the percentage of all students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Reading 2011-2013 from 28% to 33% Decrease the number of 2011

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<p>Executive staff members support teachers in classrooms with student data analysis, mentoring, observation of literacy/numeracy and lead the development and implementation of individual Learning Plans, Individual Education Plans and Personalised Learning Plans for all students. (R4)</p> <p>Data will be used to monitor individual student performance and to drive whole-of-school improvement.</p>	2012->	Literacy Co-ordinator		<p>Year3 students performing at and below minimum standard in Year 5 2013 in NAPLAN reading from 51% to 45%</p> <p>Decrease the number of 2011 Year5 students performing at and below minimum standard in Year 7 2013 in NAPLAN reading from 56% to 50%</p>
<p>Continue to Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.</p> <p>Student Learning Plans developed using Best Start.</p> <p>Kindergarten teachers implement L3.</p>	2012->	Stage 1 Executive		<p>K-6 teachers analyse and use SMART data to drive teaching and learning</p> <p>A school literacy scope and sequence implemented K-6.</p> <p>Best Start entry to school assessment data is used to monitor and improve literacy achievement of students in the early years</p>
<p>Teachers will use an integrated and balanced approach to reading that includes explicit teaching of phonemic awareness, phonics, fluency, and vocabulary knowledge and text comprehension. This includes a blend of AL, Jolly Phonics, Focus on Reading and Pause-Praise-Prompt. Teachers implement Guided Reading and focus on Spelling, Writing and comprehension.(Domain 4)</p>	2012->	Literacy Co-ordinator	Professional Learning Funds \$3500	<p>Teachers are using the learning continuum to enhance their use of SMART data to drive Teaching/ Learning cycle</p> <p>Staff participate and respond to Professional Development and Professional Learning activities including the approach to the teaching of Standard English literacy and use of data on student performance to drive individual and whole-of-school improvement.</p>
<p>Increased STLA – support for students not achieving Benchmarks</p> <p>Implementation of Reading Recovery Program</p>	2012->	Lynn McDonald Assistant Principals Reading Recovery Teacher	PSP \$9000 (0.1) Reading Recovery Allocation 0.4 PSP Staffing	
<p>Trained tutors implementing Multilit intervention (R2)</p>	2012->		National P Low SES \$9678	

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Use an online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets (R5).	2012->	Executive Teachers		
Strengthened accountability will include: <ul style="list-style-type: none"> - interview with members of the school community - monitoring of school performance - rigorous assessment of teachers and school leaders - external evaluation - publicly available annual reports to report on progress against outcomes written by School Improvement Team (R5) 	2012->	Executive		

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Priority Area 4 : Literacy and Numeracy

Intended Outcomes Numeracy

- Increased levels of numeracy achievement for every student in line with State Plan targets
- Diminished gap in numeracy achievement between Aboriginal students and all students
- Improved use of Best Start assessment and teaching practice (L3 Prof Dev) of numeracy learning in Kindergarten and the use of Smart Data to uniform teaching practice in Stage 1, 2 and 3
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2012 Targets

- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Year5 Numeracy 2013 by 10%
- To increase the percentage of students from Year5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Numeracy over 2 years 2011-2013 by 10%

Strategies	Timeframe	Responsible	Resource	Indicators
<p>Implement the K-12 Numeracy policy to guide teaching and improve student numeracy achievement. Use a whole-of-school approach to the teaching and learning of Standard Australian English and numeracy which builds from students' home languages.</p> <p>Engage school leadership teams in school accountability processes across the stage/faculty, and whole school and cluster levels for Numeracy Planning and Scope and Sequence of skill development. (R5)</p>	2012 ->	Principal Assistant Principals Support Teacher		<p>Increase the percentage of Year 3 (2010) students performing at proficiency standard from 4% to 6.5% in NAPLAN Numeracy 2012</p> <p>Increase the percentage of Year 5 (2010) students performing at proficiency standard from 4% to 6.5% in NAPLAN numeracy 2012 in Year7</p>
<p>Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and for individual students.</p> <p>Use data to monitor individual student performance and drive whole-of-school improvement (Domain 4)</p>	2012 ->	Principal Assistant Principals Support Teacher Classroom Teachers		<p>Increase the percentage of all students Year 3-5 achieving greater than or equal to expected growth in NAPLAN numeracy from 2011 to 2013 to 70%</p>
<p>Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater to student needs. Data will be used to monitor individual student performance and to drive whole-of-school improvement (R4)</p>	2012 ->		<p>\$1,500 SiP Professional Learning Funds \$3200</p>	<p>Decrease the number of 2011 Year3 students performing at and below minimum standard in Year 5 2013 in NAPLAN numeracy from 43% to 38%</p>
<p>Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this to plan and deliver quality early years numeracy teaching.</p> <p>Regular assessment of student progress recorded using Best Start software</p>	2012->			<p>Decrease the number of 2011 Year5 students performing at and below minimum standard in Year 7 2013 in NAPLAN numeracy from 57% to 52%</p>

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Student Learning Plans developed using Best Start Software (R4)				Increase the percentage of all students from Year 5 to Year 7 achieving greater than or equal to expected growth in NAPLAN Numeracy 2011-2013 from 33% to 36%
Teachers will use an integrated approach to numbers that includes explicit teaching of their purpose, representations, use and application, and interpretation in context (including comprehension). (Domain 4)	2012->	Assistant Principals		
An executive member with Numeracy expertise will work as a whole school coordinator <ul style="list-style-type: none"> - lead whole school professional learning in pedagogy and student assessment - provide in-class professional learning through team teaching (R1) 	2012->		PSP \$14,000	Increased use of SMART data-NAPLAN to inform teaching to ensure individual needs are identified and supported Go Maths is taught in an explicit and sequenced manner K-6 Maths classes across teams are ability grouped.
Professional Learning sessions devoted to syllabus familiarisation and how to plan program and implementation	2012->	Assistant Principals		Numeracy co-ordinator to support Go Maths and implementation of strategies to address SMART Data
Increased STLA – Support for students not achieving bench marks Implement focussed interventions to lift results for identified students.(R4) – <i>QuickSmart Numeracy</i>	2012->	Lynn McDonald	SiP \$5000 (0.1) Low SES \$9678	Teachers implement best practice maths lessons resulting in improved achievements.
Use whole school Go-Maths program to implement focused intervention to lift results for identified students (R4)	2012->	Maths Co-ordinator	PSP \$7,000	The Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years. Improved growth in student achievements as reflected in NAPLAN Data Teachers use effective assessment strategies that provide data to inform their programming.
AEO's work in classrooms to support numeracy sessions	2012->			Regular intervention provided by tutors for identified student

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HILLVUE PROFESSIONAL LEARNING BUDGET 2012

Income		
TPL Area	School priority area (from improvement plan)	Cost
English K-6	Literacy	\$3500.00
Mathematics K-6	Numeracy	\$3200.00
Quality teaching	Leadership and Management	\$2000.00
Beginning Teachers	Leadership and Management	\$1000.00
Syllabus implementation		
Career Development	Leadership and Management	\$2000.00
Welfare and Equity	Engagement and Attainment	\$1000.00
ICT Training and Learning	Leadership and Management	\$2000.00
		\$14,700.00 TOTAL

Hillvue Public School Management Plan 2012 - 2016

(Evaluation and reviews to be reported in the School's Annual Report and included in management cycles)

Management Area	Curriculum	Annual/Bi-Annual Updates	Policy Reviews
<p>2012 – Supervision 2013 – Communication 2014 – Teaching 2015 – Learning 2016 – Roles and Responsibilities</p>	<p>2012 – Science and Technology 2013 – PDHPE 2014 – CAPA 2015 – Literacy 2016 – Numeracy</p>	<p>2012- OHS&R, Code of Conduct, Child Protection (Working with Children), CPR, Emergency Care, Chemical Safety. 2013- OHS&R, Code of Conduct, Child Protection (Working with Children update), CPR, Handling Complaints, First Aid. 2014- OHS&R, Code of Conduct, Child Protection (Working with Children), CPR, Emergency Care, Chemical Safety. 2015- OHS&R, Code of Conduct, Child Protection (Working with Children update), CPR, Handling Complaints, First Aid. 2016- OHS&R, Code of Conduct, Child Protection (Working with Children), CPR, Emergency Care, Chemical Safety.</p>	<p>2012 – Technology, Road Safety, Gender Equity, Uniform. 2013 – Sun Safe, Scripture, Safe Conduct of Sport, Animal Welfare. 2014 – Assessment and Reporting, Attendance and Enrolment, Excursion, Aboriginal Education, Environmental Management Plan. 2015 – Student Welfare, Learning Support, Homework, Financial Management. 2016 – Programming, Supervision, Professional Learning, Drug Education.</p>

Note: Emergent issues and other factors may lead to changes in this schedule.