Strategic Plan 2012-2014

Barnier Public School
**School Context**

Barnier Public School is located in Quakers Hill in Sydney's western suburbs. Current enrolment is 728 with 41% non English speaking background. The school has a wonderful physical environment. We take great pride in maintaining our grounds. The school has abundant gardens, large grass areas, a netball court, covered outdoor learning area (COLA) and an internal courtyard area.

The school programs are designed to enhance the integration of technology into all curriculum areas progressively through the stages. Barnier Public School has a unique, 21st century digital environment, with 33 SMART Boards, Video Conferencing facilities, over 500 computers and all rooms with a student:computer ration of 2:1.

Barnier Public School also offers an extensive range in other interest areas for students. PSSA sport, debating and public speaking are held within the school as well as in competitions against other schools. We also provide opportunities for participation in dance groups and choir. Leadership is developed via the SRC (School Representative Council) with the possibility of becoming school leaders, house captains and library monitors. Our student welfare program is enhanced by the running of anti-bullying programs and buddy classes.

Barnier Public School’s mission statement is “to create life long learners who are outstanding citizens”. The school is a school community in which all of its members learn and teach in a spirit of collaboration and cooperation. We cherish our diversity and strive to nurture tolerance, and respect for others.

**School Purpose**

Our motto “Challenging the Future” is a reflection of our belief that schools should prepare each child to meet the challenging world of work and leisure by developing all students to their full potential. The school goal is to:

- Have students work in cooperative group structures; and
- Have students apply higher order thinking skills, through the use and integration of technology into all Key Learning Areas.
Priority Areas - 3 year horizon

The following long-term strategic directions provide a summary of a number of key focus areas identified by the school and DET as being of central importance to supporting student learning and school development. The following have been identified through school consultative and planning processes. These directions include:

- Improving Literacy and Numeracy outcomes for all students;
- Provision of high quality teaching, learning and professional standards in all Key Learning Areas;
- Ongoing improvement and refinement in technology based learning infrastructure;
- Strengthening parent and community relationships within the school context;
- Decreased unexplained partial and whole day attendance rates of all student;
- Partnership with Quakers Hill Public School focusing on sharing technology innovation and whole school planning; and
- Implementation of consistent programs across K-6;
- Use of Empowering Local Schools funding to aid learning support needs and build greater teacher capacity.

Targets - 1 year horizon

The following short-term goals provide a specific focus in a number of key areas across the school. They have been identified and negotiated through the school’s consultative planning processes. These goals are:

- Further development of Problem-Based Learning as a curriculum model;
- Evaluation, through action research, of the impact the investment of technology has on classroom practice and student engagement;
- Setting up a structured framework for the Learning Support Team that responds to and supports teacher and student needs, with a specific focus on building teacher capacity through the use of Empowering Local School Funding;
- Improving student outcomes in Spelling and Reading Comprehension (Literacy) and Problem Solving (Numeracy); and
- Regulating ‘Crunch and Sip’ and Fundamental Movement Skills programs in PDHPE
## Priority Area - Literacy

### INTENDED OUTCOMES:
- Increased achievement levels for all students in reading comprehension
- Teachers have developed improved skills in the use of data analysis to inform their teaching of spelling
- Increased levels of literacy achievement for all students, with a focus on spelling.

### TARGETS:
- To increase students achieving at or above school reading targets from 66% to 75%.
- To have 65% of Year 3 students achieving in Band 5 and above in NAPLAN for spelling.
- To have 40% of Year 5 students achieving in Band 7 and above in NAPLAN for spelling.
- To have 50% of Year 7 students (who attended Barnier) achieving in Band 9 and above in NAPLAN for spelling.

<table>
<thead>
<tr>
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| Improved reading comprehension results as assessed through PM Benchmarking | 2012 - 2013      | - Staff will use the Comprehension Super Seven and teach these strategies explicitly, focusing on inferential and evaluative thinking.  
- Teachers will be exposed to Reading Recovery strategies.  
- Selected Year 1 students will participate in Reading Recovery program.  
- PM Benchmarking procedures will be aligned with comprehension strategies and consistent K-6. | Literacy Committee     | Reading Recovery Teacher  
All teachers                                                                 | $1000              |
| Greater teacher awareness of spelling teaching strategies                  | 2012 - 2014      | - Teacher development sessions on Ants in the Apple program.  
- Develop and implement a K-6 Spelling Scope and Sequence.                  | All teachers        | Literacy Committee  
$1000                                                                         |
| Decreased number of students performing in Bands 1 to 3 in Year 3 NAPLAN from 25% to 15% in spelling | 2012 - 2014      | - Staff will use Ants in the Apple assessment data to track student growth and achievement.  
- Teachers will implement Ants in the Apple spelling programs and teaching strategies.  
- Support staff will focus on teaching spelling skills to high need Year 3 and Year 5 students in Term 1 of each year. | Literacy Committee     | All teachers                                      |
### Priority Area - Numeracy

#### INTENDED OUTCOMES:
- Increased understanding of Early Arithmetical Strategies as taught through the Targeting Early Numeracy (TEN) program.
- Teachers have increased skills in using the Numeracy Continuum to plan and assess their teaching and learning experiences.
- Increased levels of numeracy achievement for all students, with a focus on multi-step problem solving.

#### TARGETS:
- To have 95% of K–6 students achieving at or above regional TEN targets.
- To increase the amount of multistep problem solving questions answered correctly in Year 3 from 36% to 45%.
- To increase the amount of multistep problem solving questions answered correctly in Year 5 from 38% to 47%.

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<tr>
<td>The TEN program will be accessed by all students K-6. All K-6 student progress tracked according to TEN data.</td>
<td>2012–2014</td>
<td>To maintain a TEN focus K-2 and implement a TEN focus across 3-6. Staff will all be trained. Ten 3-6 will be based on SENA and the TOWN program. TEN data collected every 5 weeks. Participate in TEN video conferences. Create a maths resource page on the Barnier website.</td>
<td>Numeracy committee TEN Facilitator All Staff</td>
<td>$2000</td>
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<tr>
<td>Greater teacher awareness of problem solving teaching strategies. Improved student NAPLAN results for questions that involve multi-step problem solving.</td>
<td>2012</td>
<td>Staff will be trained to use Newman’s Error Analysis strategies. RFF teachers to focus on explicitly teaching problem solving steps. Analysing and tracking growth using NAPLAN data.</td>
<td>Numeracy committee All Staff</td>
<td></td>
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<td>Improved student performance in numeracy through a variety of teaching strategies and assessments as per the numeracy continuum.</td>
<td>2012–2014</td>
<td>Numeracy committee will create a new scope and sequence that is aligned to the numeracy continuum. A variety of assessments will be used to inform our teaching and track student growth. Staff will be trained in how to use, plan and assess in accordance to the numeracy continuum. Participation in Authentic Assessment Project</td>
<td>Numeracy committee All Staff Numeracy Consultant</td>
<td>$2000</td>
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### Priority Area - Student Engagement and Attainment

#### INTENDED OUTCOMES:
- Students have access to early intervention programs
- Teachers have an increased awareness of the needs of students who access Learning Support.
- Decreased levels of unexplained or unjustified absences from Kindergarten to Year 6.
- Students will have individualise learning, behaviour and playground plans that aim to increase engagement and decrease negative incidents.

#### TARGETS:
- To increase the amount of explained and justified whole day absences from 68% to 74%.
- Early intervention for students who are identified as ‘at risk’.
- An increased amount of informative data that tracks all students who access Learning Support.
- A decreased suspension rate.

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| Students identified as high need will have accessed additional support from SLSO’s and classroom teachers. | 2012 | - The learning support team (LST) will continue to identify and apply early intervention to at risk students.  
- Implement the Got It! program.  
- Tracking the growth of students accessing learning support in literacy and numeracy, and using this data to allocate support time and programs. | LST | WSR Got It Funding |
| Improved level of explained and justified absences. | 2012-2013 | - Continue to monitor roll marking.  
- Send reminder letters to parents to explain absences using WebAttend.  
- Regular meetings with families who have students identified as attendance concerns.  
- Use HSLO support and attendance improvement programs. | Elana Sharon HSLO | $500 |
| A decreased level of suspension incidents across the school year. | 2012-2014 | - Provide individualise learning and behaviour programs.  
- Provide specific activities during lunch time.  
- Access School community Liaison Officer  
- ISTB support | ISTB LST School Counsellor | $500 |
Supporting Specific Student Learning Needs

**INTENDED OUTCOMES:**
- To build teacher capacity across all areas of the school
- Move students achieving at a sound standard into higher bands of achievement
- Increased levels of support for students identified with specific learning needs (diagnosed disorders and identified GaT)
- Professional development for teachers focusing on special education needs.

**TARGETS:**
- To increase teacher ability to cater for the needs of students with Dyslexia, challenging behaviours, Autism Spectrum Disorders, ADHD and ODD
- To increase the amount of Year 3 students achieving in and above Band 5 from 46% in 2012 to 50% in 2014
- To increase the amount of Year 5 students achieving in and above Band 7 from 32% in 2012 to 36% in 2014
- To have 100% of staff participate in professional development that builds their teacher capacity.

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| Increased access to Occupational Therapy (OT) services and a greater staff capacity to utilise OT strategies to support students with identified learning needs. | 2013 - Term 1 – Focus on Stage 1, Term 2 – Focus on ES1, Term 3 – Focus on Stage 2 and 3, Term 4 – Focus on highest need | • Up to 80 students will participate in weekly OT sessions with a trained Occupational Therapist during Semester One.  
• A Specialist Staff member will attend all sessions and implement the strategies learnt during small withdrawal groups in Semester 2.  
• OT sessions will focus on fine and gross motor, attention and concentration, sensory processing and behaviour | Sharon  
Elana | $10 000  
Workforce Management |
| Improvement in reading strategies across ES1 and Stage 1 | 2013 - Term 3 | • Teachers, under the guidance of a professional Child Psychologist will implement reading drills to enable students to re-train their brain and see improvement in this area | ES1 and S1 Staff Support Staff & SLSO’s  
John Blythe | $8000  
Governance |
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<td>Greater teacher capacity for supporting students with Dyslexia and other reading difficulties</td>
<td>2013 - Term 2</td>
<td>• Teachers across K-2 and Specialist Support staff will participate in an online training course that will enable them to support students with Dyslexia and other reading difficulties. Teachers will understand how to identify and assess students as well as provide them with a range of practical teaching strategies and individualised learning plans.</td>
<td>ES1 and S1 Staff Support and RFF Staff Regional Tutor</td>
<td>$2000 ELS-Workforce Management</td>
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<tr>
<td>Greater teacher capacity for supporting students with challenging behaviours</td>
<td>2013 - Term 3</td>
<td>• Teachers across 3-6 and Specialist Support staff will participate in an online training course that will enable them to better understand and manage students that exhibit challenging behaviours. Teachers will understand what factors may contribute to these behaviours, how to assess students and what intervention strategies to use.</td>
<td>S1 and S2 Staff Support and RFF Staff Regional Tutor</td>
<td>$2000 ELS-Workforce Management</td>
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<td>The Do It! mental health program will be accessed by identified students in K-2. This is a modified version of WSR’s Got It! program.</td>
<td>2013 Term 1 - Students who missed out in 2012 Term 2 - Focus on ES1 and newly screened S1 students Term 3 - Re-evaluate program</td>
<td>• Students will be screened by teachers using the Do It! program testing procedures. Students identified as at risk will participate in weekly sessions with Barnier’s Do It! trained staff member. • This program will be re-evaluated for it’s effectiveness by staff and parents in semester two before a decision is made regarding it’s continuation.</td>
<td>ES1 and S1 Staff Parents Emily Elana</td>
<td>$500 ELS-Finance and Infrastructure</td>
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<td>An increased staff capacity to identify giftedness and cater for the needs of those identified as gifted</td>
<td>2013 Term 1 - Identification Term 2 - Physically Gifted Term 3 - Creatively Gifted Term 4 - Intellectually Gifted</td>
<td>• Teachers will participate in professional development and training that develops their understanding of giftedness and how to identify giftedness in their students. • Identified students will participate in Gifted and Talented (GaT) groups with students and staff from Quakers Hill High School. • Opportunities for GaT students, such as Maths Olympiads, Spelling Bees, Debating, Public Speaking and Sporting Gala Days will also be available at school • Teachers will participate in professional development and classroom demonstrations to better their ability to differentiate the lessons they teach and cater for all learners</td>
<td>All Staff Gail Sharon</td>
<td>$2000 ELS-Finance and Infrastructure (if resources are needed) Workforce Management (if relief teachers are needed)</td>
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### Priority Area - Leadership and Management

#### INTENDED OUTCOMES:
- Some classroom teachers will have improved leadership skills in regards to developing whole school focus areas. These teachers will become ‘specialised’ in that KLA and use their knowledge to lead a team of colleagues.
- Teachers will have developed consistent programs that are sequenced from K-6.
- School executive will have a deeper knowledge of quality assessments.

#### TARGETS:
- Increased leadership opportunities for classroom teachers.
- All teachers using whole school scope and sequences to deliver consistent programs.
- All executive members participate in professional development in the area of Quality Assessment.

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<td>Whole school will be delivering consistent programs and activities that align with K-6 scope and sequences.</td>
<td>2012-2014</td>
<td>- Planning sessions led by executive.</td>
<td>Rod</td>
<td>$2000</td>
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<td>- Whole School Planning Process (scope and sequences) to create consistent programs across K-6.</td>
<td>Sharon</td>
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<td>- Mentoring, observations, professional learning.</td>
<td>All Staff</td>
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<td>- Class visits by Deputy Principal.</td>
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<td>- Regular executive communication meetings.</td>
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<td>- All programs are checked at the same time by the Deputy to ensure consistency across school.</td>
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<td>Classroom teachers will be experienced in leading staff and organising whole school events and programs.</td>
<td>2012 – 2014</td>
<td>- Providing leadership opportunities for classroom teachers in committee areas.</td>
<td>Executive Laura, Andrew, Emily, Mel V, Megan, Mel S, Nayere, Amanda G, Marija, Sharon H, Alyson, Carolann, Lauren, Carly</td>
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<td>- Leadership induction and professional development with exec members.</td>
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<td>School executive will have a deep understanding of quality assessment and will filter this throughout the school.</td>
<td>2012</td>
<td>- Executives will participate in Lane Clark’s Quality Assessment workshops.</td>
<td>Executive</td>
<td>$3000</td>
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<td>- Executives will work with all committees to create quality assessments that show a relationship between content, skill and process criteria.</td>
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## Priority Area - Curriculum and Assessment

### INDICATORS
- Teachers have developed improved skills in the use of problem-based learning strategies, and the teaching of Science and HSIE.
- Increased awareness and participation in PDHPE and CAPA programs by all stakeholders.

### STRATEGIES
- **Strong community partnerships and whole school involvement in CAPA projects and programs.**
  - Whole school involvement in Wakakirri through CAPA rotations.
  - Participation in the Blacktown Music Festival.
  - A Barnier Art Show that contains artwork from all students and is showcased to the community.
- **A greater whole school awareness of sustainable practices and an enhanced delivery of all HSIE student outcomes.**
  - Students will participate in whole school environmental days that will be integrated into teaching and learning programs.
  - Build support networks with local community groups and surrounding schools to develop staff's professional knowledge of environmental issues and projects.
  - Whole school involvement in sustainable practices and waste management.
- **An increased whole school awareness of how to teach science.**
  - Create a bank of science resources that can be accessed by all staff and students.
  - Implementation of the Science Primary Connections units of work. These will be integrated with HSIE and have a PBL focus.
  - Science Education days organised in National Science week.

### TIME FRAME
- 2012-2014

### RESPONSIBILITY
- CAPA committee
- Science and Environment Committee
- Science and Environment Committee
- Science and Environment Committee

### RESOURCE ALLOCATION & FUNDING SOURCE
- $3000
- $1500
- $3000

### TARGETS:
- 100% of students participating in Science and HSIE lessons that increase their awareness of current environmental issues and the world around them.
- 75% of students participating in the ‘Crunch n Sip’ program.
- 100% of students participating in skills development lessons.
- 100% of students participating in the Wakakirri project.

### INTENDED OUTCOMES:
- Teachers have developed improved skills in the use of problem-based learning strategies, and the teaching of Science and HSIE.
- Increased awareness and participation in PDHPE and CAPA programs by all stakeholders.
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| Whole school Assessment and reporting policy review with the introduction of Literacy and Numeracy continuums. | 2012             | - Use the Best start Literacy and Numeracy continuum  
- All teachers will use Consistent Teacher Judgement and participate in moderation exercises.  
- Whole school revamp of reporting procedures. | Assessment and Reporting Committee  | $2000                                |
| Increased participation in PDHPE whole school programs and an improved community awareness of healthy lifestyle choices. | 2012–2014        | - A whole school implementation of ‘Crunch and Sip’ rewards program  
- 100% involvement of students learning Fundamental Movement skills.  
- Update the Barnier Website notice board with healthy food ideas and active games and include a PDHPE box in the Barnier Public School newsletter. | PDHPE Committee                     | $2000                                |
| Whole school access to large and diverse range of library initiatives.      | 2012–2014        | - Library incorporated into the whole school RFF program.  
- Maintenance and purchase of Library resources.                            | Librarians All staff                | $1000                                |
| Increased understanding of New NSW Syllabus documents with a focus on implementing English in 2013, and Maths and History in 2014. | 2013–2014        | - 2013 Semester 1 focus on familiarisation of the New NSW English Syllabus. Semester 2 focus on implementation, programming and assessing.  
- 2014 focus on implementing, programming and assessing Maths and History. | Sharon All Staff                    | $3000 ELS– Workforce Management |
### Priority Area - Technology

#### INTENDED OUTCOMES:
- Teachers have developed capacity to effectively use ICT and Cyber Safety
- Increased educational opportunities for students with new and current ICT’s
- Increased opportunities to showcase student achievement through ICT
- Teachers have maintained, updated and built on the school’s technology infrastructure.

#### TARGETS:
- 100% of students exposed to iPad technology.
- All teachers participate in professional learning for a range of software packages, computer maintenance and equipment.
- All students and teachers reshape digital portfolios to better reflect student achievement and ICT knowledge.

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| Improved student engagement in learning through mobile devices (iPads), e-books and the current technology available in the school - SENTEOS, SMART Tables, Robotics, SMART Boards, PCs, SMART Notebook, Internet and Adobe & Microsoft Programs, USB video cameras & Microphones | 2012-2014 | - Purchase of iPads and iPad Apps  
- iPad training for all teachers  
- Every child will participate in VC at least once every semester  
- Purchase of e-books for research (in correspondence with library resources) | Technology committee  
All staff  
Principal | Technology $35000 Tech  
All students $5000 Library Budget |
| Improved student awareness of social media and cyber safety | 2012–2014 | - Refresher of Cyber Bullying at the start of every term  
- Using social media to engage students in their class work, assessments and homework practices—Edmodo, Moodle, Blogs etc | Technology committee  
Classroom teachers |
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| Building teacher awareness and capacity to promote student engagement and learning through the use of a wide range of software packages & equipment | 2012-2014 | • Professional learning opportunities in the use of various software & hardware  
• Providing sessions for sharing / best practice workshops  
• Assessing & reporting of ICT programs for consistency across the school | Technology committee  
All Staff | $5000 |
| Mobile Devices (iPads) that are accessed by all staff and students | 2012-2014 | • Wireless network for all classrooms, library and Admin Building  
• Purchase of an Apple server to manage iPad labs  
• Configuring iPads for Barnier Classroom use, and keeping up to date with current Apps available | Principal  
Technology committee | $10000 |
| An improved network with the Barnier Community | 2012-2014 | • Maintain/rebuild the School's Website to monitor what the community needs are and make it more user friendly (possibility of being created by a Web Developer)  
• Communicate with the community through Social Networking (Twitter)  
• Design a Barnier App for Smart Phones that is interactive and user friendly  
• Maintain and update school network to meet consistent growing demands. | Technology Committee  
All Staff | $5000 |
## Priority Area - Aboriginal Education

### INTENDED OUTCOMES:
- Teachers build on existing strategies in Literacy and Numeracy to promote student outcomes for Aboriginal Students

### TARGETS:
- 100% of Aboriginal students will have a personalised learning plan
- 100% of Aboriginal students will have a personal goal
- All teachers will have an awareness of Aboriginal Education Guidelines and Policies

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<td>Personalised learning plans for Aboriginal Students</td>
<td>2012–2014</td>
<td>• Negotiate Personalised Learning Plans for Aboriginal Students via Three Way Conferencing</td>
<td>All staff Students Parents</td>
<td>$300</td>
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<td>Increased whole school awareness of Aboriginal celebrations and ceremonies</td>
<td>2012–2014</td>
<td>• Cultural displays and presentations during NAIDOC week. • Acknowledgement of Country at all school events and assemblies</td>
<td>All Staff</td>
<td>$700</td>
</tr>
<tr>
<td>Developed teacher capacity to cater for all needs of Aboriginal students</td>
<td>2012</td>
<td>• Teacher professional learning through stage based workshops and liaising with local Aboriginal community</td>
<td>All staff</td>
<td>$500</td>
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