

PRIORITY SCHOOLS PROGRAMS

SCHOOL PLAN CHECKLIST

The school plan demonstrates that:	Achieved	In process	Future actions
1. both qualitative and quantitative data are being used to set annual targets and long term goals	<input type="checkbox"/>	<input type="checkbox"/>	
2. barriers to student achievement have been identified and the school is exploring innovative ways of reducing the achievement gap	<input type="checkbox"/>	<input type="checkbox"/>	
3. processes are in place for involving the school community in planning and decision making	<input type="checkbox"/>	<input type="checkbox"/>	
4. all planned activities have clearly stated outcomes relating to the PSP focus areas of literacy, numeracy and participation	<input type="checkbox"/>	<input type="checkbox"/>	
5. the PSFP school grant and staffing supplementation and PAS funds have been allocated strategically so that priority is given to those groups of students who need them the most	<input type="checkbox"/>	<input type="checkbox"/>	
6. the school is drawing on local community members and regional consultancy support to assist the implementation of the school plan	<input type="checkbox"/>	<input type="checkbox"/>	
7. strategies within the three inter-related action areas of quality teaching and learning, home, school and community partnerships, and classroom and school organisation and school culture are planned to support the achievement of annual targets and the long term goals described in the school plan	<input type="checkbox"/>	<input type="checkbox"/>	
8. professional learning needed to support the school plan has been identified and resourced	<input type="checkbox"/>	<input type="checkbox"/>	
9. processes are in place to monitor, evaluate and report on the achievement of annual targets	<input type="checkbox"/>	<input type="checkbox"/>	