

School Management Plan



Bowen Public School

2011 - 2012



Bowen Public School

School Management Plan – 2011 to 2012

DET Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement and Retention
- ✚ Aboriginal Education and Training
- ✚ Teacher Quality
- ✚ Connected Learning

School Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement
- ✚ Aboriginal Education

National Partnerships Literacy and Numeracy

- ✚ **Priority for Reform 1:** Effective and evidence based teaching of literacy and numeracy.
- ✚ **Priority for Reform 2:** Strong school leadership and whole school engagement with literacy and numeracy.
- ✚ **Priority for Reform 3:** Monitoring student and school literacy and numeracy performance to identify where support is needed.

Low Socio-Economic Reforms

- ✚ **Reform 1:** Incentives to attract high performing principals and teachers.
- ✚ **Reform 2:** Adoption of best-practice performance measurement and staffing arrangements that articulates a clear role for principals.
- ✚ **Reform 3:** School operational arrangements that encourage innovation and flexibility.
- ✚ **Reform 4:** Provision of innovative and tailored learning opportunities.
- ✚ **Reform 5:** Strengthen school accountability.
- ✚ **Reform 6:** External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

School Context

Bowen Public School is a small P4 school located in a residential area in East Orange. The school is modern and well resourced and receives additional support funding through Priority Schools (PSP and PAS) and National Partnerships (Low SES and Literacy) programs. Bowen PS's priority areas are Literacy, Numeracy and Student Engagement.

The school implements a range of strong academic programs to achieve increased student learning outcomes. The core values of the school are emphasised through the 'Positive Behaviour for Learning' program, which focuses on the school expectations: We Are Learners, We Are Respectful and We Are Safe. Student Welfare practices are varied, promote a happy and safe learning environment and aid in the development of citizens who are responsible and tolerant of others. In 2010 the school further developed the Student Welfare Policy and introduced processes to support student's positive behaviour linking the current PBL and reward systems.

Thirty percent of the school population identify as Aboriginal or Torres Strait Islander and there are a small percentage of multicultural students. The school caters for a range of students with special learning needs, through special education classes, the successful integration of students with disabilities and the implementation of strong special education programs.

The application of National Partnership funds and Priority School Funds enable a fundamental change in nature of staffing for the Bowen Public School. Throughout 2010 on a team teaching model has been implemented from Stage 1 to Stage 3. This has allowed for an emphasis to be placed on Professional Learning for teachers in the form of modelling best practise and modelling teaching and learning strategies.

Targets

Literacy

- ✚ Decrease the percentage of mainstream students in the bottom two bands for reading to regional levels or lower than the school average for the past three years.
- ✚ Decrease the percentage of mainstream students in the bottom two bands for writing to regional levels or lower than the school average for the past three years.

Numeracy

- ✚ Increase the percentage of mainstream students achieving greater than or equal to expected growth by 10%
- ✚ Decrease the percentage of mainstream students in the bottom to bands of numeracy to regional levels or better than the school average of the past three years.

Engagement

- ✚ Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- ✚ Decrease the number of unjustified whole day absences by 10%.

Aboriginal Education

- ✚ Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of overall literacy to regional levels or better than school records for the past two years
- ✚ Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years

This plan has been endorsed and approved by;

Principal:

Date:

School Education Director:

Date:

Priority Area 1: Literacy

Targets:

- ✚ Decrease the percentage of mainstream Year 5 students in the bottom two bands for reading to 30% or regional levels.
- ✚ Decrease the percentage of mainstream Year 5 students in the bottom two bands for writing to 40% or regional levels.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Revise the Literacy Classroom Leader role to meet the current needs of staff, as determined through TARS - Professional Learning data. ▪ Incorporate Quality Teaching Professional Learning within this role. 	<ul style="list-style-type: none"> ▪ Maintain Learning Classroom Leader (LCL) position to assist and support teachers to introduce, support and/or implement Reading to Learn (R2L) strategies into their classrooms ▪ Employ teacher (40 days 2011) for PL ▪ Professional learning includes quality teaching, literacy strategies ▪ Improved student reading outcomes 	LSES 2,4 NPL 1,2,3	✓		Principal AP	\$ 16400 (40 days) Sem 1 2011 National Partnerships Literacy - NPL
<ul style="list-style-type: none"> ▪ Provide R2L training for untrained teachers. ▪ Provide updated training and support in R2L for continuing teachers 	<ul style="list-style-type: none"> ▪ Increased number (2) of staff trained in R2L ▪ R2L strategies embedded in teaching and learning programs ▪ Improved student reading outcomes 	LSES 2,4 NPL 1,2,3	✓	✓	Learning Classroom Leader (LCL)	Untrained \$2000 Course + 16 days Relief @ \$410 = \$6560 NPL
<ul style="list-style-type: none"> ▪ Release classroom teachers to work with the LCL in programs such as Paired Teacher Mentors / Stage Groups planning / Lesson Studies. 	<ul style="list-style-type: none"> ▪ Release program operating ▪ Sharing of skills and best practice ▪ Improved quality of teaching ▪ Higher Order Thinking skills incorporated into teaching. ▪ Expectations of student performance focus of planning and professional learning. 	LSES 2,3,4 NPL 1,2,3	✓		LCL as Coordinator	Sem 1 2011 \$75966 – 0.697 Teacher NPL – Funds at School
<ul style="list-style-type: none"> ▪ Build the capacity of executive and teachers in using and analysing data to enhance teacher and student performance ▪ Whole school self evaluation monitoring activities 	<ul style="list-style-type: none"> ▪ Team established for 'Team Leadership for School Improvement' ▪ School leadership team attends SMART and Data workshops ▪ Data collected through school evaluations ▪ Developing PL – Higher Order Thinking, Expectations, QT 	LSES 2,3,4 NPL 2	✓	✓	Executive and Evaluation Teams	DP Higher Duty (RMc) Support
<ul style="list-style-type: none"> ▪ Assess staff skills in Data Analysis - DASA ▪ Provide NAPLAN data analysis training and support for all staff K-6 through staff and stage meetings ▪ Analyse and interpret data and use to inform teaching and learning activities ▪ Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks. 	<ul style="list-style-type: none"> ▪ DASA survey completed and used to monitor teacher skill acquisition ▪ Training provided to staff ongoing to address changing staff and developing staff needs ▪ Improved ability of staff to interpret and use data to develop teaching programs 	NPL 1, 3 LSES 1, 2,4, 5	✓	✓	Principal Executive Partnership Mentor	DP Higher Duty (RMc) to support training Low SES Contribution to Principal Mentor Semester 1 = \$4955 Semester 2 = \$4955 allocated to Shared Positions in 2011

Priority Area 1: Literacy

Targets:

- ✚ Decrease the percentage of mainstream Year 3 and 5 students in the bottom two bands for reading to 30% or regional levels
- ✚ Decrease the percentage of mainstream Year 3 and 5 students in the bottom two bands for writing to 40% or regional levels

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Provide a sequence of planned PL activities for staff and stage meetings with a focus around literacy / reading / R2L and NAPLAN ▪ Employ tutors to work in classrooms to support the teaching and learning of literacy. ▪ Engage the services of Gail Brown – TPL in Comprehension /Writing and Vocabulary 	<ul style="list-style-type: none"> ▪ PL Activities are planned ▪ PL activities occur at meetings ▪ Improved staff knowledge and skills in relation to the teaching and learning of reading and the use of NAPLAN data to inform teaching focuses. 	NPL 1,3 LSES 2,3	✓	✓	Principal Executive LCL Class Teachers	<p>PSFP Literacy Resources \$6,000</p> <p>NPL SLSO 2 Days per week x 20 weeks. Literacy/Language K-2 \$6480</p> <p>LSES Consult \$1500 per sem = 3000 yr</p> <p>0.5 Executive release / 0.5 Additional staff release WQ = 0.1 Staff - \$75498 2010 Low SES</p>
<ul style="list-style-type: none"> ▪ Analyse current teaching practices and refine to ensure best practice for assessment, monitoring and parent communication is implemented across the stages. ▪ Support literacy program development to ensure that there is a balance of teaching and learning across the strands as required for effective student learning. ▪ Analyse the gap in reading between indigenous and non indigenous students from Kinder to Year 2. Investigate strategies to lessen this gap before Stage 2. 	<ul style="list-style-type: none"> ▪ Best Start data – monitoring and tracking of students each term from Kinder to Year 2 against the literacy continuum. ▪ Develop an efficient mechanism for implementing tracking of Best Start data ▪ Consolidate reading strategies – MULTILIT, Reading to Learn., Jolly Phonics, Gail Brown comprehension ▪ Personalised Learning Plans and Individual Education Plans are embedded into teacher practices, including Norta Norta ▪ Teaching of writing and reading is balanced so that students are progressing in both areas. ▪ Teaching programs are resourced to ensure all teachers and students have access to current and up to date resources. ▪ Professional learning opportunities such as Gail Brown / Best Start initiatives / Reading to Learn to further develop quality teaching. ▪ Support provided to indigenous learners to raise achievement levels. 	NPL 1, 3 LSES 4	✓	✓	Executive LCL Class Teachers	<p>School Held Funds Best Start - \$820</p> <p>NPL SLSO Multi Lit 3 x 12 hours per week x 20 weeks. \$19585</p> <p>Norta Norta \$5000</p> <p>\$1000 training for SLSO's Lit/Num – Norta Norta</p>

Priority Area 1: Literacy

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Priority Area 2: Numeracy

- Targets:**
- 🚩 Increase by 10% the percentage of mainstream Year 5 students achieving greater than or equal to expected growth in NAPLAN in 2011.
 - 🚩 Decrease the percentage of mainstream Year 5 students in the bottom two bands in NAPLAN numeracy in 2011 to regional levels, or better than the school average of the past three years.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Provide training for identified staff in maths and specific strands ▪ Staff train other staff in strategies ▪ Strategies implemented in classroom practice 	<ul style="list-style-type: none"> ▪ Maths training occurs ▪ Trained staff share strategies ▪ Strategies used in teaching programs ▪ Improved student numeracy skills 	LSES 4 NP 1	✓	✓	Stage 3 Teachers CMIT Coordinators	PAS 0.5 Executive release / 0.5 Additional staff release DB = 0.1 Staff - \$86602
<ul style="list-style-type: none"> ▪ Develop and conduct workshops for parents to give them strategies and skills that will assist them to improve their children's numeracy skills at home ▪ Loan educational resources to parents to help them support their children's early learning development at home 	<ul style="list-style-type: none"> ▪ Workshops held and parent attendance records maintained ▪ Parents use strategies at home ▪ Positive parent feedback on school surveys ▪ Improved student outcomes in numeracy. 	LSES 3,4,6 NP 3	✓	✓	Exec – RMc /TG	0.5 Executive release Supporting Refer to priority area 4 cell 3
<ul style="list-style-type: none"> ▪ Employ additional staff to allow for Team Teaching and mentoring Teachers with the development of effective teaching & learning strategies in Numeracy ▪ Focus area for executive role 	<ul style="list-style-type: none"> ▪ Improved capacity of teachers to deliver numeracy programs ▪ Improved numeracy outcomes for students ▪ Staff member driving the numeracy focus ▪ Numeracy determined to be 2011 focus area ▪ Programs reflect sound numeracy strategies and professional learning 	LSES 3,4 NP 1,3	✓	✓	Stage Leader Executive Focus	0.5 Executive release Supporting Refer to priority area 4 cell 3
<ul style="list-style-type: none"> ▪ Employ Maths tutors / SLSO's to work with students who did not meet the benchmarks in 2010 NAPLAN 	<ul style="list-style-type: none"> ▪ Executive communicating with parents ▪ Student Support Staff (EJ) supporting organisation and training 	LSES 3,4 NP 1	✓	✓	Executive STL	Norta Norta Funding \$5000
<ul style="list-style-type: none"> ▪ Use Best Start / SENA / NAPLAN data to identify students who need additional tutor support ▪ Use data to analysis weakness in numeracy programs and examine strategies being used in all areas. Incorporate SMART data as well as the assessments from Go Maths / SENA. 	<ul style="list-style-type: none"> ▪ Students with numeracy needs are receiving tutor support ▪ Best Start data analyses and used to inform Kinder teaching program. ▪ ES1 /S1 students tracked over terms against numeracy continuum. ▪ Resource Mathematics teaching programs to ensure all teachers and students have access to current and up to date resources. 	LSES 4 NP 3	✓	✓	ES1 Staff STL	Norta Norta Supports PSFP \$6000

Priority Area 3: Engagement

- Targets:**
- ✚ Reduce the number of short suspensions in the category of continual misbehaviour by 10%
 - ✚ Decrease the number of unjustified whole day absences by 10%.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Nominate staff member to drive the PBL program and focus for 2011. ▪ Provide training for identified staff members who are not currently trained in PBL. ▪ All staff implement PBL strategies in classroom and playground practice ▪ Reinforce PBL initiatives through communication and consultations with parents and communities ▪ Embed the use of ISSP data to inform: <ul style="list-style-type: none"> ○ PBL focuses. ○ Identify areas of concern for behaviour management focus. ○ Identify students demonstrating inappropriate behaviours ○ Communication with parents and staff. ▪ Further develop ISSP to be the central location for all student support data. 	<ul style="list-style-type: none"> ▪ PBL team trained and reload training accessed where required ▪ All staff receive professional learning in PBL ▪ PBL strategies identified and implemented as a united whole school focus in the classroom and playground ▪ Consistent approach towards discipline, rewards and recognition, by all staff ▪ School culture and student attitudes improve. ▪ Improved engagement of students ▪ Student Behaviour – In School Support Planner (ISSP) data needs to be communicated further to identify and address student and school needs. ▪ The Target Card system is supported by staff. Positive elements are further emphasised and finalised in order to embed routines. The positive elements of the system such as the class and school rewards are promoted and used to ensure that the positive rewards are happening regularly. 	LSES 3,4,5,6	✓	✓	PBL Team to coordinate	Training Costs \$231 (77x 3) Teacher Relief = \$1230 (3 days x \$410) TPL PBL Resources = \$1,500 Global Funds
<ul style="list-style-type: none"> ▪ Staff and students provide proactive PBL strategies to have a positive effect on minimising situations that may lead to suspension ▪ Establish procedures and processes for dealing with repeat offenders and providing DET and interagency support for students. ▪ Earlier resolution of suspension occurs whenever possible ▪ Provide intensive learning, social and behaviour skilling support for suspended students and those at risk of suspension ▪ Strengthen parent/school partnerships to provide a unified 	<ul style="list-style-type: none"> ▪ Staff adopt a consistent and united manner towards behaviour management ▪ Students display an improvement in behaviour ▪ The number of situations that lead to suspension is reduced ▪ Procedures for repeat suspensions are established with SEG assistance. ▪ Student ability to modify and self monitor their own behaviour improves ▪ Improved communication between parents and school ▪ Improved partnerships between parents and school 	LSES 3,4,5,6	✓	✓	PBL Coordinator Principal Executive	Global

Priority Area 3: Engagement

Targets: 🚩 Reduce the number of short suspensions in the category of continual misbehaviour by 10%

🚩 Decrease the number of unjustified whole day absences by 10%.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
approach towards behaviour modification						
<ul style="list-style-type: none"> ▪ 0.5 Higher duties – DP offered for executive. ▪ Executive duties include stage leadership and development (PL, curriculum delivery and assessment practices), executive leadership and development and identified school projects ▪ Higher duties – Assistant Principal – offered for classroom teacher to develop leadership capacity and provide support for teachers. ▪ Additional 0.4 SAO duties established for additional work school programs and focuses. ▪ Leadership activities to include strategies for providing students with feedback, expectations, progress and assessment. 	<ul style="list-style-type: none"> ▪ TARS, EARS and PARS and Professional learning needs of staff are being met ▪ School focus areas / projects established for exec <ul style="list-style-type: none"> ○ Numeracy - RMc ○ Parent and Community - TS ○ Professional Learning / Quality Teaching - TS ○ Aboriginal Education - TG ○ Assessment – Data - RMc ○ Attendance - CM ○ Connected Classrooms - DP ▪ School focus areas / projects established for teachers <ul style="list-style-type: none"> ○ GATS - PB ○ Student Support - EJ ○ Research Focus – Library – MN ○ Project for Girls/Playground program ▪ Employ 0.4 SAO ▪ Staff leadership – workshops / team teaching with focus on expectations, feedback and engagement. ▪ Results and success celebrated and communicated. 	LSES 1,2,3,4,5,6 NPL 1,2,3	✓	✓	Principal Executive	PAS PAS 0.5 DP release 0.2 PSFP staffing allocation PSFP \$6000 Staffing through Low SES 0.5 DP higher duties x 3 \$30980 AP Higher duties \$16152 Teacher 0.3 research focus - \$32128 0.6 Staff entitlement 0.2 AP release supports SAO -9798 0.2 SAO -9798 0.2 \$10000 Programs Support
<ul style="list-style-type: none"> ▪ Improve attendance monitoring procedures ▪ Identify targeted families with poor attendance rates and work to improve attendance 	<ul style="list-style-type: none"> ▪ Improved attendance rates ▪ Increased parent contact by school ▪ Publish brochure with visuals for our school ▪ Processes embedded in practice ▪ Increased networking with HSLO 	LSES 6 NPL 3	✓	✓	Principal Executive HSLO	Utilise additional release time provided by PAS / Low SES
<ul style="list-style-type: none"> ▪ Provide relevant curriculum initiatives that will engage students, foster positive attitudes towards school and raise student self esteem eg: Music / Men's Shed / Aboriginal Dance / Band / Enrichment / Horticulture / Social Interaction Skills Program ▪ Engage the services of Music professionals to work with students 	<ul style="list-style-type: none"> ▪ School initiatives involve an increasing range of students ▪ Involvement in initiatives produces increased engagement at school. ▪ Resources to support school initiatives 	LSES 3 NPL 3	✓	✓	Principal Executive Staff SAO AEO	\$2000 - Contractors Low SES Funding Resources \$1000 Low SES

Priority Area 3: Engagement

- Targets:**
- 🚧 Reduce the number of short suspensions in the category of continual misbehaviour by 10%
 - 🚧 Decrease the number of unjustified whole day absences by 10%.


Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Create links with parents who haven't enrolled children into pre-school / mobile parents between schools 	<ul style="list-style-type: none"> ▪ Students experience quality transition programs. ▪ School Web page regularly updated 					


Priority Area 4: Aboriginal Education

- Targets:**
- 🚧 Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of reading and writing to regional levels or better than school records for the past two years
 - 🚧 Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> • Facilitate professional learning focussed on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing. 	<ul style="list-style-type: none"> ▪ All staff is aware of the 8 Ways methodology. ▪ Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies. 	LSES 1	✓	✓	DP Aboriginal Programs Principal Staff	DP Higher Duty (TG) Support
<ul style="list-style-type: none"> ▪ Establish an Aboriginal Education Group to work with Kim Laws from What Works to improve outcomes for Indigenous students. 	<ul style="list-style-type: none"> ▪ Increased ability of teaching staff to implement Aboriginal Education strategies ▪ Improved outcomes for Indigenous students ▪ Documentation requirements such as policies, processes and programming are completed and communicated to staff and embedded in classroom and school practise. ▪ Investigate the possibility of using the culture program across other stages and as a tool for parent and community participation. Try to involve other agencies. 	LSES 2, 4	✓	✓	Principal Kim Laws Staff	Teacher Professional Learning
<ul style="list-style-type: none"> ▪ Develop Aboriginal Cultural Awareness project across stages ▪ Participate /Shared PL in Cultural Immersion program 	<ul style="list-style-type: none"> ▪ Raised awareness of Indigenous culture within the school & community. ▪ Increased self esteem of Indigenous students ▪ Increased ability of teaching staff to implement Aboriginal cultural perspectives. ▪ Improved outcomes for Indigenous students 	LSES 4,6	✓	✓	Principal Exec AEO Staff	LSES 0.5 Executive release / 0.5 Additional staff release EJ = 1.0 Staff - \$86602 per yr Teacher

Priority Area 4: Aboriginal Education

Targets:  Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of reading and writing to regional levels or better than school records for the past two years

 Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
	<ul style="list-style-type: none"> Explored idea of using the culture program across other stages and as a tool for parent and community participation. Try to involve other agencies. 					Professional Learning
<ul style="list-style-type: none"> Continue Personal Learning Plan structure for all Aboriginal students and use to inform teaching and learning programs Include NAPLAN item analysis in Literacy and numeracy for the development of Aboriginal students PLP's. Provide training for appropriate Aboriginal support staff in NAPLAN item analysis. Hold regular parent meetings as part of the PLP development 	<ul style="list-style-type: none"> Teachers of Aboriginal students and other Aboriginal workers are trained in NAPLAN Analysis. All Aboriginal students have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher PLP's implemented Improved literacy and numeracy skills for Aboriginal students. 	NPL 3 LSES 2, 3,4,6	✓		Principal Executive Class Teachers AEO Teacher's Aids DP Aboriginal Programs	LSES 5 days PLPs Sem 1 \$1780 Additional release supports
<ul style="list-style-type: none"> Provide professional learning for Aboriginal tutors to improve their capacity to improve student's literacy/numeracy skills and to assist with transition programs. 	<ul style="list-style-type: none"> Targeted students receiving support in literacy and numeracy 	LSES 4,6	✓	✓	CSO/ STL AEO / Tutor Coordinator	Norta Norta Funds \$1000
<ul style="list-style-type: none"> Participate in joint planning and Leadership development programs with Glenroi Heights Public School to assist in meeting the learning needs of Aboriginal students through Chris Sarra initiatives, strategies and activities 	<ul style="list-style-type: none"> Joint planning meetings occur Executive developing programs occur Teaching / learning strategies with stage teachers identified and implemented. Literacy/ numeracy gap between Aboriginal and non-Aboriginal students is bridged. 	LSES 3, 4	✓	✓	Principals and Executive of both schools	TPL Budget
<ul style="list-style-type: none"> Continue with the NORTA NORTA supports for Aboriginal students who did not meet the benchmarks in NAPLAN Literacy 	<ul style="list-style-type: none"> Norta Norta funds utilised effectively 	LSES 3, 4	✓	✓	STL coordinates	Norta Norta Funds

