



Education &
Communities

School Management Plan



Bowen Public School

2012 – 2014

WESTERN NSW REGION SCHOOLS
Quality schools, quality systems and quality outcomes for all





Bowen Public School

School Management Plan – 2012 to 2014

School Identified Priority Areas 2012 – 2014

- ✚ Literacy
- ✚ Numeracy
- ✚ Engagement
- ✚ Leadership and Organisation

Schools Portfolio - Strategic Priority Areas 2012 - 2014

- ✚ Literacy & Numeracy
- ✚ Engagement & Attainment
- ✚ Leadership & Management
- ✚ Equity
- ✚ Curriculum
- ✚ Organisational Effectiveness

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, 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.

Forty percent of the school population identify as Aboriginal or Torres Strait Islander and four percent as multicultural. 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 Bowen Public School. 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 / mentoring teaching and learning strategies.

Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

Literacy – To implement, consolidate and embed literacy programs, appropriate to each stage level and for the teaching and learning cycle to be evident within programs. To develop assessment techniques, including class profiles which inform and guide the teaching and learning cycle and include professional learning opportunities.

Numeracy – To implement, consolidate and embed numeracy programs, appropriate to each stage level and for the teaching and learning cycle to be evident within programs. To develop assessment techniques, including class profiles which inform and guide the teaching and learning cycle and include professional learning opportunities.

Engagement – Student attendance patterns are in line with region and students are engaged in school programs. Environmental and Aboriginal programs and activities which focus on the school environment through school grounds /cultural garden/solar/water saving/sustainability/responsible use of resources and environment are developed and implemented. Student access to technology is increased and they demonstration responsible IT practices.

Principal: Caolynne Merchant

Date: 2 December 2011

Endorsed by School Education Director: Paul Stirling

Date: 2 December 2011

School Identified Priority Area/s	Summary of School Management Plan Targets
<p>1. Literacy</p>	<ul style="list-style-type: none"> ✚ Raise the percentage of Year 3 students achieving in the top two bands to regional levels or better (from our school average for the past 3 years of 14.3% to regional 3 year average of 31.3%) and to lower the percentage of students achieving in the bottom two bands to regional levels or better (from our school average for the past 3 years of 39.3% to regional 3 year average of 25%). ✚ Raise the percentage of Year 5 students achieving in the top two bands to regional levels or better (from our school average for the past 3 years of 5% to regional 3 year average of 11%) and lower the percentage of students achieving in the bottom two bands to regional levels or better (from our school average for the past 3 years of 60% to regional 3 year average of 27%). <p>2012 – Reading 2013 – Writing 2014 – Grammar and Punctuation (Language K-2)</p>
<p>2. Numeracy</p>	<ul style="list-style-type: none"> ✚ Raise the percentage of year 3 students achieving in the top two bands to regional levels (from our school average for the past 3 yrs of 10% to the regional average of the past 3yrs of 23.6%), and decrease the percentage of students achieving in the bottom two bands to levels comparable to regional achievements (from our school average for the past 3 yrs of 43.6% to the regional average for the past 3 yrs of 28.3%). <ul style="list-style-type: none"> ○ For year 3 this means: an improvement of 13.6% in the top two bands and an improvement of 15.3% in the bottom two bands over the next 3 years. ✚ Raise the percentage of students achieving in the top two bands to regional levels (from our school average for the past 3 yrs of 2.6% to the regional average of the past 3yrs of 16.3%), and decrease the percentage of students achieving in the bottom two bands to levels comparable to regional achievements (from our school average for the past 3 yrs of 50.3 % to the regional average for the past 3 yrs of 29%). <ul style="list-style-type: none"> ○ For year 5 this means: an improvement of 13.7% in the top two bands and an improvement of 21.3% in the bottom two bands over the next 3 years. <p>2012 – aspect of number , patterns and algebra 2013 – aspect of data/space/measurement 2014 – another aspect depending on need and progress</p>
<p>3. Engagement</p> <p><i>a. Attendance</i></p> <p><i>b. Equity</i></p> <p><i>c. Environmental Education</i></p> <p><i>d. Technology</i></p>	<ul style="list-style-type: none"> ✚ Increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each following year until 2014. ✚ Provide opportunities for students to engage in school based activities and initiatives leading to a decrease the number of students referred to the office (PBL) by 5 each year from 70 in 2011 (terms 1-3 2011 including an average of 9 suspensions per term) to 55 by 2014.
<p>4. Organisation and Leadership</p>	<ul style="list-style-type: none"> ✚ Increase the percentage of teachers who are confident in the use and identification of aspects of Quality Teaching and 8 Ways of Learning, and demonstrate this within teaching and learning programs, from 0% to 50% in 2012 to 75% in 2013 and 100% in 2014.

School Identified Priority Area 1: Numeracy

Intended Outcome/s: To implement, consolidate and embed numeracy programs, appropriate to each stage level and for the teaching and learning cycle to be evident within programs. To develop assessment techniques, including class profiles which inform and guide the teaching and learning cycle and include professional learning opportunities.

Target/s: Raise the percentage of Year 3 and Year 5 students achieving in the top two bands of number to regional levels, and decrease the percentage of students achieving in the bottom two bands of number to levels comparable to regional achievements. *(Refer to cover sheet for more detail)*

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	<p>Professional Learning</p> <p>Focus on numeracy in K-6 for 2012 incorporating PL activities, regional resources and using team teaching and mentoring approach.</p> <p>Online modules for team teaching and mentoring – Professional Learning and Leadership Directorate – Professional Learning for Improved Practise - Classroom Teacher program /NAPLAN Data to inform teaching and learning / mentoring / Team Teaching https://detwww.det.nsw.edu.au/lists/directorate/z/proflearn/ctp/index.htm</p> <p>Series of specific staff meetings (incorporated with Literacy) to look at data and assessments in the first 5 weeks of Term One</p> <p>1.Years 4-6: NAPLAN– data analysis and Class / Group Profiling Numeracy Continuum</p> <p>2. Years Kinder – Yr 3: Best Start Numeracy Continuum</p> <p>Teachers will be trained in developing class groups and analysing cohort strengths and weaknesses. Students needing additional support will be targeted through school support programs – Norta Norta, STL, class groupings.</p>	<p>Professional Learning Plans</p> <p>Number and type of Professional Learning activities staff engage in.</p> <p>Evaluations from PL Activities</p> <p>Professional Programs/Dialogue – reflect PL</p> <ul style="list-style-type: none"> • Staff Meetings timetabled and occur • Best Start data and data from the <i>Early numeracy continuum</i> is collected and analysed. • Numeracy teaching and learning is informed by Best Start assessment and information from the Early Numeracy continuum. • All Early Stage 1 and Stage 1 teachers use the Early learning plan in numeracy to explicitly inform programming and planning. • A consistent approach to the teaching of numeracy is evident K-2 and Yr3-6 (enVision Maths). • Concrete materials are used appropriately in all classrooms in the teaching of numeracy. 	2,3	✓			Principal – PL organisation AP Numeracy for PL implementation	<p>PAS – 1.0 Staff Num and Lit \$42433 Sem1 \$50369 Sem2</p> <p>Supporting teaching Staff for team teaching / mentoring / PL / collaborative planning</p> <p>0.2 PSP Staffing entitlement</p> <p>0.4 PAS Num /Lit SLSO</p> <p>Sem 1-\$9288</p> <p>Sem 2-\$10524</p>
				5,4	✓			

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<p>Maintain and improve the ability of staff to analyse SMART Data and use this to inform programming.</p> <p>2011 Term 4 Staff end of year development days to include a numeracy focus in preparation for 2012.</p>	<ul style="list-style-type: none"> Aboriginal students have individual and small group support tailored to their need and identified needs in mathematics and numeracy are reflected in Personalised Learning Plans. Class Profiles created and updated regularly using continuums Programming reflects class needs and assessment Student needs matched to additional support Regular staff workshops using SMART data DASA evaluation. Use of Low SES computer person 	4	✓			CT CT/AP CT/AP AP Numeracy Principal	Resources \$7700 – Maths Scheme - enVision \$3679 Low SES - 10 Cas days PLPs
1.2	<p>Programming / Teaching and Learning</p> <p>Use class profiling to develop and implement program that meet the needs of our students.</p> <p>Use data analysis to target specific students and their areas for improvement and track students using the numeracy continuum</p> <p>Maintain collaborative planning and programming and opportunities for team teaching and mentoring</p> <p>Begin to introduce maths scheme 'Envisage' into teaching practice. Stage 2 and Stage 3 for 2012. Incorporate as a resource to support BPS numeracy policy</p>	<ul style="list-style-type: none"> Consistent use of data to identify and meet the needs of individual students and groups of students Explicit use of data to inform teaching and learning programs evidenced in teacher programs Stage appropriate outcomes and curriculum content is embedded in teaching and learning programs Classroom teachers feel confident and supported in their teaching of Mathematics (survey monkey surveys) Teachers collaboratively plan aspects of mathematics teaching. All staff are aware of and utilise resources that are available in the central resource area. Student work samples are used as a basis for staff professional dialogue. Teachers share and trial teaching and learning strategies. 	4 1,3	✓ ✓ ✓ ✓	✓ ✓	✓	AP Numeracy CT AP Numeracy Principal CT AP/CT CT/AP AP AP/CT CT	Low SES NP - \$42433 Sem 1 \$50369 Sem 2 Additional teacher –team teaching stage 2/3 Numeracy and literacy See literacy -Additional teacher 0.4– team teaching stage 1 Numeracy and literacy

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.3	<p>Curriculum / Syllabus / Policy</p> <p>Develop awareness in teaching staff of the Numeracy Curriculum/BOS Syllabus Begin to develop BPS Maths Policy. 2012 – School planning and beliefs 2013-2014 incorporate Australian and NSW syllabus and programming</p>	<ul style="list-style-type: none"> Staff /Stage Professional learning activities include awareness training of New Maths Syllabus timetabled and occur 	5	✓	✓		AP Numeracy Principal	\$3300 Support – resources/organisation
1.4	<p>Community</p> <p>Develop and conduct workshops for parents to learn strategies and introduce them to new maths concepts that will assist them with their children's numeracy skills at home. Early and frequent communication of parent workshops-term 1. Students to demonstrate / teach different things to encourage parents to attend – eg Environmental Maths day.</p>	<ul style="list-style-type: none"> The community knowledge of numeracy and how to support children at home increases.(survey monkey survey) Parents report that they are more confident in supporting their children in Mathematics (survey monkey survey). 	6	✓			AP Numeracy CT	PSP \$1000 – resources PAS \$1000 – Teacher Release

School Identified Priority Area 2: Literacy

Intended Outcome/s: To implement, consolidate and embed literacy programs, appropriate to each stage level and for the teaching and learning cycle to be evident within programs. To develop assessment techniques, including class profiles which inform and guide the teaching and learning cycle and include professional learning opportunities.

Target/s: Raise the percentage of Year 3 and Year 5 students achieving in the top two bands of reading to regional levels, and decrease the percentage of students achieving in the bottom two bands of number to levels comparable to regional achievements. *(Refer to cover sheet for more detail)*

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1	Professional Learning Non R2L teachers to access training in Reading2Learn 4x2days	<ul style="list-style-type: none"> Number of teachers accessing training 	4	✓			Princ	NP – Lit – \$4000 Sem 1 R2L Training/Team Mentoring –casual relief. PL – \$1700 course fees R2L Low SES NP - \$2000 Sem 1 \$1000 Sem 2 R2L – Coordinator Training and reload workshops and casual relief PSP \$6000-Literacy Resources Low SES NP - See Numeracy -Additional teacher – team teaching stage 2/3 Numeracy and literacy Low SES NP – 0.3 Staff \$11687Sem 1 \$13327 Sem 2
	Reload workshops for ongoing staff training; Consistency of Practice Selecting and analysing texts Writing Assessment Sustainability		4	✓	✓		AP	
	Coordinator Training x 2 people		4	✓			R2L Coordinator	
	Coordinators to provide support to R2L teachers Revisit R2L cycle – location of resources / genre focus/scope and sequence /Proposed texts. 2011 Term 1 Staff end of year development days to include an R2L revisit focus in preparation for 2012.	<ul style="list-style-type: none"> Sessions held with coordinators and staff / PL sessions held with staff Reflection of R2L in programs Professional Dialogue 	4	✓			CT	
	Purchase and use of PM writing big books for Stage One as starting point for text types.		4	✓			AP	
	Mentoring and team teaching approach to supporting staff.		3	✓				
	Series of specific staff meetings (incorporated with Numeracy) to look at data and assessments in the first 5 weeks of Term One	<ul style="list-style-type: none"> Staff Meetings timetabled and occur Class Profiles created Class Profiles updated regularly using continuums 	4	✓			AP	

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<p>1. Years 4-6: NAPLAN– data analysis and Class / Group Profiling Literacy Continuum</p> <p>2. Years Kinder – Yr 3: Best Start Wambinya Literacy Continuum</p> <p>Teachers will be trained in developing class groups and analysing cohort strengths and weaknesses. Students needing additional support will be targeted through school support programs – Norta Norta, STL, class groupings.</p> <p>Training for Year 1 / Year 3 and Special Education Teachers in resilience programs – Fun Friends and Friends for Life. (Pathways Health and research Centre)</p>	<ul style="list-style-type: none"> Programming reflects class needs and assessment Teaching and learning programs developed with explicit reference to areas identified through NAPLAN data analysis and school's student achievement tracking sheets. Student needs matched to additional support Number of staff trained and professional feedback from participating teachers. 	4				AP	<p>Additional teacher 0.3–team teaching stage 1 Numeracy and literacy</p> <p>See Numeracy - PAS – 1.0 Staff Num and Lit (and 0.2 staffing entitlement) 0.4 PAS Num /Lit SLSO \$19812</p>
			4	✓			AP	
			4	✓			CT/AP	PAS – \$1000 – Training Pathways Sem 1
2.2	<p>Programming / Teaching and Learning</p> <p>Using assessment data to inform teaching practice with evidence in class programs and documentation.</p> <p>Implement L3 in 2012 for ES1</p> <p>Continue other specific teaching programs as appropriate:</p> <p>1. K-2:- speech therapy, Wambinya, parent workshop, Best Start, identifying focus students from Best Start data, R2L for Yr1 and Yr 2. (Yr 1 to implement R2L only from semester 2 and only after analysis of basic skill attainment and negotiation with AP)</p> <p>2. Yr3-6:- speech therapy, R2L, fluency, Gail Brown comprehension and vocab programs</p> <p>Implementation of Fluency Program to become embedded practice in pods 2 and 3 to develop</p>	<ul style="list-style-type: none"> consistent use of data to identify and meet the needs of individual students and groups of students explicit use of data to inform teaching and learning programs evidenced in teacher programs Increased professional dialogue between teachers regarding the teaching of reading. Increased consistency in the teaching of reading within and across stages. Teachers share and discuss evidence of student achievement in reading linking this to the relevant continuum and EK-6 Syllabus. Increased sharing of resources and strategies. Increased range of reading assessment strategies are in evidence 3-6. 	5	✓	✓	✓	AP	<p>PAS – \$3000 – L3 Release</p> <p>Wambinya – L3 /Best Start SLSO Support \$29000 T1 - 1x SLSO 1.0 and 2x SLSOs 20hr/w x T1.</p>
			3	✓	✓	✓	AP	
			4	✓	✓		AP / CT	
			4	✓	✓		AP / STL / CT	

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<p>reading, reading comprehension and fluency Year 2 to Year 3 academic transition and monitoring – include into transition process including the use of social stories</p> <p>Employ a Speech Therapist to screen students and provide relevant professional learning to support teachers of students with specific language needs.</p> <p>Revise school Supervision and Programming Policy to ensure teaching and learning programs in reading include:</p> <ul style="list-style-type: none"> - an explicitly stated focus - grouping for instruction - explicit teaching of comprehension strategies - a range of literary, factual, visual and multimedia texts. - Teaching and Learning Cycle <p>Executive to provide models of programming and programming support in stage meetings</p>	<ul style="list-style-type: none"> • Teachers are aware of students with specific needs in their classroom. Communication between teachers. • Teachers are aware of students with specific language needs in their classroom. • Teachers use a range of strategies to support the language needs of their students. • Teachers are supported with the changes in programming requirements. • Teachers trial new programming formats. • Teaching and Learning programs meet the requirements of the school policy. • Time / opportunity provided to relevant teachers Term 1 2012. 	4	✓			AP	<p>Cadia Grant - Speech Therapy - \$5000 Global – Speech Therapy - \$2500</p>
			3	✓			Princ / STL	
			4	✓			Exec	
			4	✓				
2.3	<p>Student Support Reduce student anxiety through implementation of Fun Friends and Friends for Life resilience programs (Pathways Health and Research Centre) as part of Talking and Listening program / circle time. To be implemented and taught specifically in Yr One, and Yr 3 as well as all Special Education classes. To be revisited and/or partial focus in Yr 2 and Yr 4. Introduce anxiety reducing strategies to students as part of the Fun Friends/Friends for Life program. Eg calming music / relaxation scripts / changing unhelpful thoughts into helpful thoughts</p>	<ul style="list-style-type: none"> • Number of students attempting questions in NAPLAN. Professional feedback from staff. • Student participation in and surveys through Fun Friends and Friends for Life programs 	4	✓	✓	✓	Yr 1-Yr4 CT AP Support Support Class Teachers	<p>PSP - \$1800–resilience circle time resources Sem 1</p>
2.4	<p>Community Engage the community (and mentors if appropriate) in the parent workshops of Fun Friends and Friends for Life.</p>	<ul style="list-style-type: none"> • Activities initiated to involve Parents • Number of parents involved. (and mentors if appropriate) 	6	✓			Yr 1-Yr4 CT AP Support Support Class Teachers	<p>PSP -\$200–resilience circle time resources Semester 1 PAS-\$600 Release for Parent / Mentor involvement</p>

School Identified Priority Area 3: Engagement

Intended Outcome/s:

Engagement – Student attendance patterns are in line with region and students are engaged in school programs. Environmental and Aboriginal programs and activities which focus on the school environment through school grounds /cultural garden/solar/water saving/sustainability/responsible use of resources and environment are developed and implemented. Student access to technology is increased and they demonstrate responsible IT practices.

Target/s:

- ✚ Increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each following year until 2014.
- ✚ Provide opportunities for students to engage in school based activities and initiatives leading to a decrease the number of students referred to the office (PBL) by 5 each year from 70 in 2011 (terms 1-3 2011 including an average of 9 suspensions per term) to 55 by 2014.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	<p>Attendance Parents and Carers</p> <ul style="list-style-type: none"> ▪ Use of visual information to: <ul style="list-style-type: none"> ○ assist families to see the importance of attending school – create brochures and DVD ○ Use social media to focus on importance of students attending regularly ▪ Staff and students provide proactive PBL strategies to have a positive effect on minimising situations that may lead to suspension ▪ Identify targeted families with poor attendance rates and work to improve attendance through personal contact, Individual attendance plans and involvement of HSLO and ACLO. <p>Student Activities</p> <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/ Spec Ed Sport 	<ul style="list-style-type: none"> ▪ All staff implement PBL strategies in classroom and playground practice ▪ Decrease in Office Behaviour Referrals ▪ Implementation of communication strategies- brochures, phone calls, social media and DVD. ▪ Increased parent contact, notes and phone calls for explanations ▪ Focus on Kindergarten / Year One families to embed the practice of explaining absences within 2 week time frame. ▪ HSLO reports – decrease in area of 'students attending less than 80%' ▪ Pre-School to Kinder transition – an attendance focus/information given 	4,6	✓			Principal AEA ACLO HSLO	PSP- \$1000 – resources – attendance
			4		✓		CT	
			6		✓		Principal AEA ACLO HSLO	
			4				AP CT	
		<ul style="list-style-type: none"> ▪ Student feedback – School Life Survey and focus survey groups – students 		✓			Exec	Global – \$3000 – Curriculum Initiatives and \$2000 for Sport equipment – sport and rec for students with disabilities PAS – Mentoring /

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
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	<ul style="list-style-type: none"> Provide intensive learning, social and behaviour skilling support for students displaying poor behaviour choices – planning room Employ SLSO 0.4 to coordinate Mentor Program (0.1), Play Programs (0.1) Band (0.1) and Other Activities (0.1) <p>Transition – Pre-School Links</p> <ul style="list-style-type: none"> Extend the existing preschool transition to Kindergarten programs to include: <ul style="list-style-type: none"> Preschool visits to the primary school library where Stage 2/3 students read to preschoolers with informal observation by teachers. Parents and caregivers of preschool children are invited to sports activities, assemblies, special celebrations and the library. 	<ul style="list-style-type: none"> Smooth movement of students from the local preschool setting to the primary school setting. Preschool students regularly visiting primary school. Early identification of preschool students with special needs. Positive feedback from preschool coordinator, AECG president, preschool teachers, parents and students. Increased communication with parents and caregivers. Parents and caregivers are increasingly involved in their child's learning. 	3	✓			CT	Enrichment - \$2000 PAS – SLSO 0.4 - Engagement
			4		✓		Pre-School Principal	Low SES – Band Sem 1 - \$2000 Sem 2 - \$2000
	<ul style="list-style-type: none"> Maintain the attendance reward plan in each stage for all students Weekly visits by the Aboriginal Community Engagement Officer to families to communicate achievements of their children at school, encourage parent participation and to follow-up on student attendance. 	<ul style="list-style-type: none"> Increased attendance rates for all students including Aboriginal students. Decreased incidence of unexplained absences for Aboriginal students. 	4	✓	✓		Principal AEA ACLO HSLO	Low SES Sem1&2 – 0.1 pre2 Sport Teacher
3.2	<p>Equity Professional Learning</p> <ul style="list-style-type: none"> Review HSIE/Environmental Education and Aboriginal Education policy with whole staff for programming and assessment. Environmental Education and sustainability to be a future focus through engagement. During 	<ul style="list-style-type: none"> PL plan for project development completed and followed Increased involvement / contact with AECG 	4	✓			AP – A Ed/En CT	Monies Donated / Raised through community involvement

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<p>2012 it will be the area for evaluation to determine current school and community understandings, needs and future directions.</p> <ul style="list-style-type: none"> Develop staffs understanding of the 8 ways of learning and its links to Quality Teaching. <p>Programming / Teaching and Learning</p> <ul style="list-style-type: none"> All 8 elements of '8 Ways of Learning' clearly marked on class programs for HSIE / Environmental Ed and understood by staff 2 teachers participating in Connecting to Country training which focuses on classroom practice, pedagogy and effective school leadership Release teachers in stage groups to collaboratively plan and develop plan units of work for 2012 with Executive to facilitate. Implement the units of work / resources and place them in resource directory (p: drive) for access by all staff Sharing Aboriginal stories and knowledge through garden 	<ul style="list-style-type: none"> Stage planning using the 8 ways of learning pedagogy Sharing of PL knowledge – Connecting Country Integration of the 8 ways pedagogy into classroom practise as evidenced through negotiated classroom visits by stage supervisors 	4	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<p>Enviro Focus Group</p> <p>AP – A Ed/En CT</p> <p>AP CT</p> <p>AP – A Ed/En</p> <p>A Ed Focus Group</p>	<p>Executive Release</p> <p>\$5000 Connecting To Country – 2 x Teacher release for 5 days</p>
3.2	<p>Community Links</p> <ul style="list-style-type: none"> Invite and utilise outside agencies to advise and resource programs/units providing authenticity, cultural background knowledge and significance Participation from the community to complete and use the Aboriginal Cultural Garden. Increase use of school web page and facebook pages regarding positive communication of programs and initiatives Work with Orange Theatre to produce a puppet show based on the local Aboriginal stories. AP to coordinate. Performances will strengthen the involvement of the parents and the community. Continue working with the community for support of the garden through the development of garden areas and learning opportunities. Coordinate with the Aboriginal community to recruit Aboriginal people to share and teach knowledge to students and staff. 	<ul style="list-style-type: none"> Networked with other schools with 8 Ways knowledge and resources eg Calare PS and OPS and 8 Ways Website Utilising community personnel to inform HSIE/Environmental/Science program development e.g. catchment management authority, DET consultants, Landcare. Stage 3 students developed puppetry skills and techniques. Promoted the garden at various community meetings to spread the word regarding the learning opportunities and involvement of community within the garden EG Rotary, Apex etc. Seek continued community support for the ongoing development of the garden. Promoted community engagement with the garden project when work or funds are 	<p>6</p> <p>4</p>	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<p>AP-A Ed</p>	<p>Monies Donated / Raised through community involvement</p>

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
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	<ul style="list-style-type: none"> Jaime Newman to follow up with the community regarding recording of oral histories. School Executive to network with Aboriginal Elders. Discuss alternative approaches with GHPS who were successful in recording histories with their community. 	<ul style="list-style-type: none"> donated. Network with project manager. AP coordinated with Aboriginal Community & Jamie Newman to collate stories and pass on. 	6	✓	✓		AP-A Ed	
3.3	Environmental Ed Professional Learning <ul style="list-style-type: none"> Designate Environmental Ed as a Curriculum area of Evaluation. Establish benchmark of where we are at now / future directions / community understandings and attitudes. Complete audits for electricity and gas usage and explore ways in which usage of these resources can be reduced Learning about Land and Land connections through the Cultural Garden Promote participation in Environmental Professional Development activities Participate in online / Video Conferences Professional Learning activities. 	<ul style="list-style-type: none"> Devise plan of action for Environmental Education over 3 year period. Complete data collection to establish school and community attitudes and school needs. Number of activities school has participated in Increased awareness /knowledge of environmental needs through pre and post staff surveys Class rotational program established for – recycling / composting / garden and school environment care. Classes reporting back through BlogEd on findings and progress. 	1,4				CT AP	PL – \$2000 – Environmental Professional Learning
	Programming and Teaching and Learning <ul style="list-style-type: none"> Establishing a variety of environmental 'small programs' driven by interested staff – such as composting / recycling / bird watch programs Peter Snowden – Sustainability Use of BlogEd resource to promote different activities within the school, and social media sites such as facebook and you tube to promote environmental programs 		1,4				CT AP	
	Community <ul style="list-style-type: none"> Develop Links with agencies such as Land Care to assist in developing future directions for Bowen Public School Participate in Rotary Environmental and Sustainability programs in 2012 and 2013 		6				CT AP	

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.4	<p>Technology</p> <ul style="list-style-type: none"> ▪ Develop staff / student awareness, knowledge of social media, use, protocols and policies ▪ Develop social media policy and have embedded in school practice. Incorporate promotion of school activities. Library research project into stage 2. ▪ Connected Classrooms 	<ul style="list-style-type: none"> ▪ Staff volunteering to lead cc sessions for other schools ▪ Policy developed, staff aware and practising online social values and standards in accordance with policies 	4	✓	✓		Principal Executive	<p>Low SES – Contractor – Social Media 3 days \$3000</p> <p>Low SES – technology resources - \$5000</p> <p>Low SES – pre2–Casual 4 days \$1471</p> <p>LOW SES 0.1 –pre2 sem 1 \$5032</p> <p>sem 2 \$5739</p>

School Identified Priority Area 4: Organisation and Leadership

Intended Outcome/s: To provide all staff with appropriate professional learning activities to develop leadership skills in the classroom, stage and school group. To provide an organisational structure that will maximise Quality Teaching through collaborative planning, team teaching, and mentoring opportunities.

Target/s:

🚩 Increase attendance to 89% - an initial increase of 1.1% on Semester 1 2011 data (87.9%), then by 1% each following year until 2014.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
4.1	Organisation Staffing <ul style="list-style-type: none"> ▪ Providing increased RFF for class teachers time for planning around priority areas. ▪ Providing common release times for 'pods' to facilitate team planning, collaboration and modelling opportunities ▪ Employ SAO for additional time to assist with administrative work load Physical <ul style="list-style-type: none"> ▪ Organise stage classes together to facilitate team teaching, mentoring, sharing of expertise 	<ul style="list-style-type: none"> ▪ Staff are using one hour for own RFF activities and 2 hours for combination of team teaching, collaborative planning, mentoring, Professional Learning ▪ SAO employed for 0.4 	3	✓			Principal Executive	Low SES – SAO – 0.4 Sem 1 - \$9444 Sem 2 - \$10770 NP 2011 Carry Over Funds Low SES – 2xTeacher for SEM2 Sem 2 - 0.4 - \$14718 Sem 2 – 0.4 - \$14718 PAS 2011 Carry Over Funds– 2xTeacher for SEM1 Sem 1 - 0.4 - \$14718 Sem 1 – 0.4 - \$14718
4.2	Leadership Executive <ul style="list-style-type: none"> ▪ Implement by design – Planning Toolkits ▪ Pre2 Executive Initiatives ▪ Development of executive roles using the 'by design' processes, and linked to SMP Aspiring <ul style="list-style-type: none"> ▪ Opportunities to lead in areas that are part of management plan but hold individual interest to staff – eg Environmental – composting / bird study / sustainability ▪ Timetable individual teacher discussions with the Stage Leaders to discuss professional learning needs and school priorities. ▪ Negotiate a Professional Learning Plans with reference to the Professional Teaching Standards. 	<ul style="list-style-type: none"> ▪ Toolkits used by executive – focus group feedback ▪ Completion of scaffolds 1 and 2 to develop executive roles. Lotus and Action Plans developed for key areas. ▪ All teachers have a Professional Learning Plan which is linked to whole school priorities. ▪ Executive lead PL in the school. ▪ All teachers engage in PL within the school and as part of the community of schools. ▪ Teachers are confident to share their expertise and present to staff across the community of schools- pre2. ▪ Increased professional dialogue in regards to teaching / learning in general and QT in particular. ▪ Increased student engagement and substantive communication is evident in lessons. 	2 4	✓	✓	✓	Principal Executive AP/CT Accreditation Mentor	Low SES – Disability allowance 2012 - \$2693

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
4.3	Join with other schools to create Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support induction of early career teachers and coordinate professional learning networks		1&6	*				\$11,206
4.4	Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice		1&6	*				\$9,169

Additional: Library Research

Intended Outcome/s: To improve comprehension and talking and listening skills for S2 and S3 students by increasing their ability to analyse and evaluate information for relevance. To produce a teaching resource that can be used by other teachers and librarians at Bowen Public School.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
Appendix 1	<p>Library Research</p> <ul style="list-style-type: none"> ▪ Library research strategies to be used as a part of the researching technique for engagement areas. ▪ Visit Bletchington Public School to view the changes made to teaching library skills. ▪ Produce a teaching resource that can be used by other teachers and librarians. ▪ Linking current comprehension and R2L strategies to aid in understanding and then writing about the topic in their own words. ▪ Provide meaningful tasks linked to Cogs Units and Library themes. ▪ Continue to develop students' ability to research information and to introduce student selected topics for research. ▪ Emphasise the quality of note taking for Stage 3 children and to decrease the amount of support. ▪ Introduce note taking to Stage 2 and the importance of students using their own words in writing. ▪ Take part in the History project for Stage 3 ▪ Continue using BTN as a source of current topics and to support those children whose reading is less proficient with a visual medium. 	<ul style="list-style-type: none"> ▪ Explicit teaching of what plagiarism is by using a modified version of "All My Own Work" ▪ Talking and listening activities used to aid in retelling stories and articles. ▪ Explicit teaching of note taking, using "Behind the News" archives for modelled, guided and independent sessions. ▪ Explicit teaching of reading web address information. ▪ Teach the copying of web addresses and setting out a simple bibliography. ▪ Provide tasks that will engage students using rubrics to raise standard of work. 	1, 3,4	✓ S2	✓ S1		AP /Library Teacher CT	<p>Additional teacher – 0.4 Low SES and 0.4 staffing entitlements working at higher duties to support Library research project, and additional team teaching and mentoring support in Stage 2.</p> <p>Low SES- 0.4 staffing Sem 1 - \$20130 Sem 2 - \$22955</p> <p>Low SES- 0.8 Higher Duty Sem 1 - \$6072 Sem 2 - \$6925</p>