



Education &
Communities

School Management Plan



Bowen Public School

2013 – 2014

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





Bowen Public School

School Management Plan – 2013 to 2014

School Identified Priority Areas 2013 – 2014

- ✚ Literacy
- ✚ Numeracy
- ✚ Engagement - Attendance
- ✚ 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 the 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. Programs and activities which focus on student engagement are developed and implemented. Student access to technology is increased and they demonstrate responsible IT practices.

Organisation and Leadership - 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.

Principal: Carolynne Merchant

Date: December 2012

Endorsed by School Education Director: Paul Stirling

Date: 6th December

| School Identified Priority Area/s | Summary of School Management Plan Targets |
|--|--|
| <p>1. Literacy</p> | <ul style="list-style-type: none"> ✚ Increase 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 (2009-2011) of 14.2% to regional 3 year average of 31.2%. 2013 target is 25.4%). ✚ Decrease the percentage of Year 3 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% (2013 target is 29.7%). ✚ Increase 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 22.7%. 2013 target is 16.8%). ✚ Decrease the percentage of Year 5 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%. 2013 target is 38%). |
| <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%. 2013 target is 19%). ✚ Decrease the percentage of Year 3 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%. 2013 target is 33.4%). 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 Year 5 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%. 2013 target is 11.8%). ✚ Decrease the percentage of Year 5 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%. 2012 target is 43.2%, 2013 target is 36.1%). 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>3. Engagement - Attendance</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"> ✚ Improve the school's current practices and processes for TARs and EARs to incorporate professional learning and the National Professional Standards for teachers, using the Australian Teacher Performance and Development Framework ✚ Develop leadership capacity of middle executive and aspiring exec – using the NSW Teachers Institute processes/elements |

School Identified Priority Area 1: 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:**
- ✚ Increase 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 (2009-2011) of 14.2% to regional 3 year average of 31.2%. 2013 target is 25.4%).
 - ✚ Decrease the percentage of Year 3 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% 2012/2013 target is 29.7%).
 - ✚ Increase 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 22.7%. 2013 target is 16.8%).
 - ✚ Decrease the percentage of Year 5 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%. 2013 target is 38%).

| Literacy | 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 3 Teachers plus Instructional Leader Reload workshops for ongoing staff training; Consistency of Practice Selecting and analysing texts Writing Assessment Sustainability Coordinator Training x 2 people | <ul style="list-style-type: none"> • Number of teachers accessing training (4) | 4 | ✓ | ✓ | | Principal | Early Success \$4000 Sem 1 and ongoing R2L Training/Team Mentoring – casual relief. |
| | | | 4 | ✓ | ✓ | | Exec /Instructional Leader (IL) | Equity – R2L release 24 days x \$368 = \$8832 |
| | | | 4 | ✓ | ✓ | | R2L Coordinator | PL – \$1980 course fees R2L PL – \$77 course fees R2L Leader Training plus \$368 release = \$445 PL – \$77 course fees R2L and Aust Curric plus \$368 release x 2 teachers = \$890 |
| | 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/Exec | ESES– \$77 course fees R2L Intensive Support (SLSO) plus \$180 release x 3 SLSO = \$771 |
| | Instructional Leader supporting teachers K-2 for Literacy – through mentoring and team teaching and provide Professional learning K-6. | <ul style="list-style-type: none"> • Stage meetings - staff feedback • Feedback and Professional dialogue K-2 | 4 | | ✓ | | AP/IL | Instructional Leader Literacy and Numeracy Early Years to provide additional support to Literacy K-2 |
| Mentoring and team teaching approach to supporting staff. | <ul style="list-style-type: none"> • Common release times • Additional release days | 3 | ✓ | ✓ | | | 0.5 staffing Early Action for Success possible application for | |

| Literacy | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|----------|--|--|-------------|-----------|------|------|----------------|---|
| | | | | 2012 | 2013 | 2014 | | |
| | <p>Employ support teacher K-2 to work with teachers K-2 and support with specific strategies and programs such as language / speech / visual & verbal / STL / RR etc</p> <p>Workshops to look at data and assessments in Term One – staff meetings</p> <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 L3 Modelled, guided and independent reading and writing</p> <p>Additional staffing Low SES and PAS to provide team teaching opportunities and additional teacher release in literacy K-2 / Yr3-6.</p> <p>Teachers will be supported in developing class groups and analysing cohort strengths and weaknesses using the continuum. Students needing additional support will be targeted through school support programs – Norta Norta, STL, class groupings.</p> | <ul style="list-style-type: none"> Programs implemented Parent communication / involvement Student Learning Data Class Profiles created Regularly using continuums to inform group organisation / programming Programming reflects class needs and assessment Teaching and learning programs developed with explicit reference to areas identified through data analysis and student achievement. Student needs matched to additional support Additional release structures Mentoring and team teaching opportunities Norta Norta tutor employed and using Tier 3 | 4 | | ✓ | | Exec /IL | additional funding under EAS |
| | | | 4 | ✓ | ✓ | | Exec | <p>Low SES NP - Additional teacher –team teaching and teacher release literacy and numeracy Low SES NP – 1.0 Staff \$34995 Sem 1 \$48261 Sem 2</p> <p>Equity - Additional teacher –team teaching and teacher release literacy and numeracy Low SES NP – 1.0 Staff \$34995 Sem 1 \$46241 Sem 2</p> <p>Wambinya – ASLSO's Year 1 Term 1 2013. Possible funding Kinder 2013? Norta Norta possible funding Yr 4 / Yr6</p> |
| 2.2 | <p>Programming / Teaching and Learning/ Curriculum Implement / Focus Best Start in 2013 for S1</p> <p>Continue other specific teaching programs as appropriate:</p> <p>1. K-2:- speech therapy, L3, Wambinya, MiniLit, Best Start, identifying focus students from Best Start data, R2L for Yr1 and Yr 2. Literacy continuum, (Yr 1 to implement R2L only from semester 2 and only after analysis of basic skill attainment and negotiation with AP), Reading Recovery</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 – Literacy Continuum Increased professional dialogue between teachers regarding the teaching of reading. Special Ed programs incorporate specific programs and strategies – reflected in IEP's Teachers share and discuss evidence of student achievement in reading linking this to | 5 | ✓ | ✓ | ✓ | AP | Equity \$77 x 2 and \$736 x2 release \$1625 – Best Start Release |
| | | | 4 | ✓ | ✓ | ✓ | AP | MiniLit \$77 x 4 days = \$308 plus release \$370 x 4 = \$1480 |
| | | | 4 | ✓ | ✓ | | AP / CT | Wambinya – L3 /Best Start SLSO Support |

| Literacy | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|----------|---|---|-------------|-----------|------|------|---|--|
| | | | | 2012 | 2013 | 2014 | | |
| | <p>2. Yr3-6:- speech therapy, R2L, fluency, Gail Brown comprehension and vocab programs, MultiLit</p> <p>Implementation of Fluency Program to become embedded practice in pods 2 and 3 to develop reading, reading comprehension and fluency</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> <p>National Curriculum – introduce and embed Literacy Syllabus alongside the development of literacy teaching strategies at Tier 1, 2 and 3 levels. (L3, R2L, MULTILIT, MiniLit)</p> <p>Develop awareness in teaching staff of the Literacy Curriculum/BOS Syllabus</p> | <p>the relevant continuum and K-6 Syllabus.</p> <ul style="list-style-type: none"> • Range of reading assessment strategies are in evidence 3-6 and continuum is used. • 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. • Teaching and Learning programs meet the requirements of the school policy. • Time / opportunity provided to relevant teachers. • Teachers trained in different strategies at each Tier level and implementation in programs. | 4 | ✓ | ✓ | | <p>AP / STL / CT</p> <p>AP</p> <p>Princ / STL</p> <p>Exec</p> <p>Exec / CT/Instructional Leader</p> | <p>\$29000 T1 - 1x SLSO 1.0 and 2x SLSOs 20hr/w x T1.</p> <p>Apply / use funding and/or staff allocation through Early Action for Success to Implement additional STL support for Tier 2 and Tier 3 to cater for individual and small group intervention.</p> <p><i>0.5 staffing Early Action for Success possible application for additional funding under EAS</i></p> <p>Cadia Grant - Speech Therapy - \$5000</p> <p>Global – Speech Therapy - \$2500 (Total of 0.1 for Speech Therapy)</p> <p><i>\$6155 Low SES – (see Numeracy section)</i></p> <p><i>15 Casual days curriculum development – numeracy and literacy</i></p> |
| | | | 4 | ✓ | | | | |
| | | | 3 | | ✓ | | | |
| | | | 4 | | ✓ | ✓ | | |
| 2.3 | <p>Community</p> <p>Parents involved in PLPs for each Aboriginal child (strong follow up to involve parents in some form of interview) and IEPs for supported students</p> <p>Parents involved in Best Start for each Kinder child</p> <p>Increased communication and highlighting of literacy activities and strategies used in schools.</p> | <ul style="list-style-type: none"> • Number of PLP /IEP meetings with parents participating • One document developed with provision for inserting health care plans etc | 6 | ✓ | ✓ | ✓ | <p>ESES funding</p> <p>5 teacher release days for planning and interviews</p> <p>\$1840- IEPs</p> <p>Equity Funding</p> <p>10 teacher release days for planning and interviews</p> <p>\$3680 - PLPs</p> | |
| | | | | ✓ | ✓ | ✓ | | |
| | | | | | ✓ | ✓ | | |

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 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%. 2012 target is 14.5%, 2013 target is 19%).
- ✦ Decrease the percentage of Year 3 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%. 2012 target is 38.5%, 2013 target is 33.4%). 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 Year 5 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%. 2012 target is 7.2%, 2013 target is 11.8%).
- ✦ Decrease the percentage of Year 5 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%. 2012 target is 43.2%, 2013 target is 36.1%). 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.

| Numeracy | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|----------|--|--|-------------|-----------|------|------|---|--|
| | | | | 2012 | 2013 | 2014 | | |
| 1.1 | Professional Learning Focus on numeracy to incorporate PL activities, regional resources and using team teaching and mentoring approach. Professional Learning to focus on: 1.Years 3-6: Maths Matters (Years 3-4) NAPLAN– data analysis and Class / Group Profiling / Monitoring - Numeracy Continuum 2. Years Kinder – Yr :2 Maths Matters Best Start Numeracy Continuum TEN Instructional Leader K-2 Early Learning to work with K-2 staff and classes to develop best practice and skill acquisition in numeracy. Provide additional time for PL to take place Mentoring strategy / class observations with peers Maintain and improve the ability of staff to | <ul style="list-style-type: none"> ▪ Professional Learning activities staff engages in. | 3 | | ✓ | | Principal – PL organisation | PL Maths Matters Costs – TPL – 4 days x \$110 x 10 teachers – \$4400 Equity - Casual Costs Maths Matters - \$13250 \$6155 Low SES - 15 Cas days curriculum development – |
| | | <ul style="list-style-type: none"> ▪ Evaluations from PL Activities – Feedback sheets (related to TARS) | 5 | | ✓ | ✓ | AP /IL - PL implementation | |
| | | <ul style="list-style-type: none"> ▪ Data set used by K-2 –Best Start data and data from the <i>Early numeracy continuum</i> is collected and analysed. | 5,4 | | ✓ | ✓ | Exec- Stage Leaders to work stages/pods | |
| | | <ul style="list-style-type: none"> ▪ Professional Programs/Dialogue – reflect PL ▪ 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. | 5 | | ✓ | ✓ | | |
| | | <ul style="list-style-type: none"> • Aboriginal students have individual and small group support tailored to their need and | 5 | | ✓ | ✓ | | |

| Numeracy | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|----------|--|---|----------------------------------|---------------------|---------------------|---------------------|--|--|
| | | | | 2012 | 2013 | 2014 | | |
| | analyse SMART Data and use this and classroom data to inform programming. 2012 Term 4 Staff end of year development days to include a numeracy focus in preparation for 2013. SMART Data and class profiling. | identified needs in mathematics and numeracy are reflected in Personalised Learning Plans. | 6 | | ✓ | ✓ | Exec Exec | numeracy and literacy |
| 1.2 | Programming / Teaching and Learning Use data analysis to target specific students and their areas for improvement and track students using the numeracy continuum Maintain collaborative planning and programming and opportunities for team teaching and mentoring Participate in Maths Matters program -for 2013 / 2014. Incorporate as a resource to support BPS numeracy policy | <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) feedback sheets from Instructional Leader.... focus surveys from activities Teachers collaboratively plan aspects of mathematics teaching. Teachers develop and share teaching and learning strategies. | 4,5 3 4,6 4 | ✓ ✓ ✓ | ✓ ✓ ✓ | ✓ ✓ ✓ | Instructional Leader /Exec CT Exec Principal CT Exec / IL /CT Exec | <i>Equity – (see Literacy Section)</i> <i>Additional teacher –team teaching and teacher release literacy and numeracy</i> <i>Low SES NP – 1.0 Staff</i> <i>\$34995 Sem 1</i> <i>\$46241 Sem 2</i> <i>Low SES NP – (see Literacy Section)</i> <i>Additional teacher –team teaching and teacher release literacy and numeracy</i> <i>Low SES NP – 1.0 Staff</i> <i>\$34995 Sem 1</i> <i>\$46241 Sem 2</i> |
| 1.3 | Curriculum / Syllabus / Policy National Curriculum – introduce and embed alongside the introduction of maths matters 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 | <ul style="list-style-type: none"> Staff /Stage Professional learning activities include awareness training of New Maths Syllabus timetabled and occur Participate in Professional learning and Change management by exec and staff for the introduction of Australian Curric. (See Paul Stirling Plan) | 5 | ✓ | ✓ | | Executive / Instructional Leader Principal | \$6155 Low SES - 15 Cas days curriculum development – numeracy and literacy |
| 1.4 | Community: Promote school programs, activities and strategies to introduce parents to new maths concepts, develop understanding of how maths is taught and assist them with their children's numeracy skills at home. | <ul style="list-style-type: none"> The community knowledge of numeracy and how to support children at home increases.(survey monkey) Parents report that they are more confident in supporting their children in Mathematics | 6 | ✓ | | | Exec CT | Instructional Leader Literacy and Numeracy Early Years to provide additional support |

School Identified Priority Area 3: Engagement

Intended Outcome/s: Student attendance patterns are in line with region with students engaged in school programs.
 Programs & activities which focus on student engagement are developed and implemented.
 Student access to technology is increased & 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 in 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.

| Engagement | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source | |
|------------|---|--|-------------|-----------|------|------|---|---|----------------------------------|
| | | | | 2012 | 2013 | 2014 | | | |
| 3.1 | Attendance Parents and Carers <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 / DVD Use social media to focus on importance of students attending regularly Identify targeted families with poor attendance rates and work to improve attendance through personal contact, Individual attendance plans and involvement of HSLO and ACLO. Staff and students provide proactive PBL strategies to have a positive effect on minimising situations that may lead to suspension Student Activities <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: Core curriculum activities / Music / Men's Shed / Aboriginal Dance / Social Interaction Skills Program/ Spec Ed Sport / Mentoring Provide intensive learning, social and behaviour skilling support for students displaying poor behaviour choices – planning room Student Welfare Worker position is established | <ul style="list-style-type: none"> 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 All staff implement PBL strategies in classroom and playground practice Decrease in Office Behaviour Referrals Develop a PBL Smartboard presentation for Kindergarten / new students to ensure all students are up to date with the PBL process. Student feedback – School Life Survey and focus survey groups – students A clear role for the Student Welfare Worker is firmly established and utilised within the school. Minutes of LST meetings. Risk Assessments and behaviour plans developed. Teachers are clear in the expectations and | 4,6 | ✓ | ✓ | ✓ | Principal AEA ACLO HSLO | Equity \$1000 – resources – attendance /PBL ✓ | |
| | | | 4 | ✓ | ✓ | ✓ | | | |
| | | | 6 | ✓ | ✓ | ✓ | CT | | |
| | | | 4 | ✓ | ✓ | ✓ | | | Principal AEA ACLO HSLO |
| | | | 4 | ✓ | ✓ | ✓ | Exec CT Learning Support Teacher | | |
| | | | 4 3 | ✓ | ✓ | ✓ | | | ESES funding |

| Engage ment | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|-------------|--|--|-------------|-----------|------|------|---|---|
| | | | | 2012 | 2013 | 2014 | | |
| | <ul style="list-style-type: none"> ▪ Support is provided for teachers and students through Learning Support Team planning and through access to AP Learning Support. Transition – Pre-School Links ▪ Extend the existing preschool links and 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. ○ Newsletter to go out to Preschool parents ▪ 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"> accountability of ESES processes. ▪ 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. ▪ Increased attendance rates for all students including Aboriginal students. ▪ Decreased incidence of unexplained absences for Aboriginal students. ▪ Personalised Attendance Plans for students. | 5 | | ✓ | ✓ | Principal Exec / IL (0.5 temp positions) LST SAO Principal AEA ACLO/HSLO Exec /CT | \$13389 for student support as required. SLSO and teacher short term additional/casual employment. 0.5 staffing Early Action for Success |
| | | | 4 | ✓ | ✓ | ✓ | | |
| | | | 4 | ✓ | ✓ | ✓ | | |
| | | | 6 | ✓ | ✓ | ✓ | | |
| | | | 4 | ✓ | ✓ | ✓ | | |
| 3.2 | <ul style="list-style-type: none"> Equity Professional Learning ▪ Review Aboriginal Education policy with whole staff for programming and assessment. ▪ ESES Module 1 completed – staff understand new professional responsibilities/accountability ▪ Develop staffs understanding of the 8 ways of learning and its links to Quality Teaching. ▪ Implement resilience programs – Fun Friends and Friends for Life. (Pathways Health and research Centre) Programming / Teaching and Learning ▪ All 8 elements of '8 Ways of Learning' clearly identified on class programs understood by staff | <ul style="list-style-type: none"> ▪ PL plan for project development completed and followed ▪ Increased involvement / contact with Aboriginal Community – ▪ Involvement in AECG run – Connecting to Country ▪ Involvement of Orange Mental Health and Community Health with Friends for Life. <p>Number of staff / classes participating and professional feedback from teachers.</p> | 4 | | ✓ | | AP – A Ed/En CT Enviro Focus Group AP – A Ed/En CT AP/CT AP CT | \$5000 Connecting To Country – 2 x Teacher release for 5 days |
| 5 | ✓ | ✓ | ✓ | | | | | |
| 6 | ✓ | ✓ | ✓ | | | | | |
| 4 | ✓ | ✓ | ✓ | | | | | |

| Engage ment | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|-------------|---|--|-------------|-----------|------|------|---------------------|---|
| | | | | 2012 | 2013 | 2014 | | |
| | <ul style="list-style-type: none"> 2 teachers participating in Connecting to Country training which focuses on classroom practice, pedagogy and effective school leadership | <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 Increased student engagement and substantive communication is evident in lessons. (as per student feedback 2012) | 1 | | ✓ | ✓ | Exec | |
| | | | | | ✓ | ✓ | Exec / AEO | |
| | | | | | ✓ | ✓ | | |
| 3.2 | <p>Community Links</p> <ul style="list-style-type: none"> Invite and utilise outside community to advise programs providing authenticity, cultural background knowledge and significance Coordinate with the Aboriginal community to work with Aboriginal people to share and teach knowledge with students and staff. | <ul style="list-style-type: none"> Establish community activities within school – employ ALO to run activities within school – such as yarning circle. | 6 | | ✓ | ✓ | Exec | Aboriginal Focus School AEO Sem 1 \$2607 Sem 2 \$2607 |
| | | | | ✓ | ✓ | ✓ | | |
| 3.3 | <p>Technology</p> <ul style="list-style-type: none"> Develop staff / student awareness, knowledge of social media, use, protocols and policies Embed social media policy into school practice. Incorporate promotion of school activities. Library research project into stage 2. Connected Classrooms pre2 Promote school through use of social media | <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 Funding contribution to learning community | 4 | ✓ | ✓ | ✓ | Principal Executive | Equity–pre2 sem 1 \$10000 sem 2 \$10000 |

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:**
- ✚ Improve the school's current practices and processes for TARs and EARs to incorporate professional learning and the National Professional Standards for teachers, using the Australian Teacher Performance and Development Framework
 - ✚ Develop leadership capacity of middle executive and aspiring exec – using the NSW Teachers Institute processes/elements.

| Number | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|--------|--|--|-------------|-------------|-------------|-------------|---|--|
| | | | | 2012 | 2013 | 2014 | | |
| 4.1 | <p>Organisation</p> <p>Staffing</p> <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 <p>Physical</p> <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 - \$9465 Sem 2 - \$13380 |
| 4.2 | <p>Leadership</p> <p>Executive</p> <ul style="list-style-type: none"> ▪ Pre2 Executive Initiatives ▪ Development of executive roles using the 'by design' processes, and linked to SMP ▪ Review schools current practices and processes for TARs and EARS to incorporate PL and NPS and ATPDF <p>Aspiring</p> <ul style="list-style-type: none"> ▪ Opportunities to lead in areas that are part of management plan but hold individual interest to staff ▪ 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"> ▪ Completion of scaffolds 1 and 2 to develop executive roles. Lotus and Action Plans developed for key areas. ▪ Early Action for Success hub principal to assist with planning for professional development. ▪ Professional Learning, NPS and ATPDF embedded in TARS and EARS processes ▪ Executive lead PL in the school. ▪ All teachers have a Professional Learning Plan which is linked to whole school priorities. ▪ 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. ▪ Professional Learning Plans using Australian Teacher Performance and Development Framework (and AITSL) | 5 2 4 | ✓ ✓ ✓ | ✓ ✓ ✓ | ✓ ✓ ✓ | Principal Executive AP/CT Accreditation Mentor | Low SES – Disability allowance 2013 Sem 1 - \$1486 |

| Number | Strategies | Indicators | Reform Area | Timeframe | | | Responsibility | 2012 Resource Allocation & Funding Source |
|--------|---|---|-------------|-----------|------|------|----------------|--|
| | | | | 2012 | 2013 | 2014 | | |
| 4.3 | <p>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</p> <p>Direct support and advice in National Partnership planning and reporting.</p> | <ul style="list-style-type: none"> Development of skills and knowledge in school improvement processes by executive. | 1, 6, 2 | ✓ | ✓ | | | \$9415 contribution to shared positions Sem 1 2013 |
| 4.4 | <p>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</p> <p>Delivery of professional learning to staff in technology to support Quality teaching and Learning.</p> | <ul style="list-style-type: none"> Individual professional learning needs and situations are identified by the school / staff and are catered for through specific workshops and activities. | 1,6, 2 | ✓ | ✓ | | | \$9414 contribution to shared positions Sem 1 2013 |