School Management Plan

MUMBIL PUBLIC SCHOOL

2012 – 2014

WESTERN NSW REGION SCHOOLS

Quality schools, quality systems and quality outcomes for all

Mumbil Public School
School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon	Public Schools NSW – Strategic Directions 2012 - 2014	Low Socio-Economic Reforms
Literacy- Focus on Reading	Leadership & Management	**Reform 1:** Incentives to attract high performing principals and teachers.
	Curriculum & Assessment	**Reform 2:** Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.
	Engagement and Attainment	
Numeracy- TEN (K-2); Maths Matters (Yrs 3-6)	Literacy & Numeracy	**Reform 3:** School operational arrangements that encourage innovation and flexibility.
	Aboriginal Education	**Reform 4:** Provision of innovative and tailored learning opportunities.
Engagement and Attainment- Integration of technology.	Organisational Effectiveness	**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

Mumbil Public School is located mid-way between Dubbo and Orange on the eastern edge of the Dubbo School Education Group, with the township of Wellington some twenty-three km distant. A rural community until the 1950's Mumbil developed into a large township providing accommodation and rail access for workers and materials during the period that the nearby Burrendong Dam was being constructed. Mumbil today, is a small community of families who are able to secure low-rental housing. Situated on a hill in the centre of Mumbil, the school has excellent infrastructure (a legacy from the dam construction days when the school had a student population of 200) with two large classrooms, and separate library and art rooms and provides quality learning experiences to a small group of families. A new classroom was constructed during 2010 as part of the Federal Government's Building Education Revolution.

Mumbil Public School maintains a special place within surrounding rural community and is strongly supported by community members, local organisations and the parent body.

At Mumbil Public School the students feel secure, have a sense of belonging and approach their learning with vitality. An enthusiastic and dedicated staff works as a team to provide quality educational outcomes for students, to foster community partnerships and raise the profile of the school.

The school is a recipient of Priority Schools Project (PSP) and is identified as a low SES school through the National Partnership Program. In 2011 a Relieving Principal has been leading and managing the school.

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

- Literacy - Raise Literacy standards of all students, with a particular focus on comprehension

- Numeracy – Raise the numeracy standards of all students.
- Engagement- Increase student engagement by further utilisation of technology within the classroom.

Principal: Date: Endorsed by School Education Director: Date:

School Identified Priority Area/s	Summary of Targets
Literacy	- Raise the Literacy standards of all students - Average literacy results of individual students will match or better data in NAPLAN, compared to their results from Year 3 using 2010 as base data. - Increase percentage of students reaching state reading benchmarks by Year 2 from to - Increase individual student attainment in NAPLAN Literacy from Year 3 to Year 5.
Numeracy	- Raise the Numeracy standards of all students - Increase individual student attainment in NAPLAN Numeracy from Year 3 to Year 5. - Average mathematics results of individual students will match or better data in NAPLAN, compared to their results from Year 3 using 2010 as base data.
Engagement and Attainment	To improve student participation and achievement in all Key Learning Areas by the end of 2012

School Identified Priority Area: Literacy

Intended Outcomes:
1. Raise the Literacy standards of all students with a particular focus on comprehension.
2. Improve student comprehension of written texts.
3. Average literacy results of individual students in Year 5 will match or better data in NAPLAN, compared to their results from year3 using 2010 as base data.
4. Improve student consistent use of appropriate language in Talking and Writing- in alignment with the K-6 English syllabus, through explicit teaching across all
Key Learning areas.

Targets:

1. Raise the Literacy standards of all students

2. Average literacy results of individual students will match or better data in NAPLAN, compared to their results from Year 3 using 2010 as base data.
3. Increase percentage of students reaching state reading benchmarks by Year 2 from   to
4. Increase individual student attainment in NAPLAN Literacy from Year 3 to Year 5.

Number	Strategies	Indicators	Reform Area	Timeframe 2012	Timeframe 2013	Timeframe 2014	Responsibility	2012 Resource Allocation & Funding Source
1.1	Employ a classroom teacher 0.5 sem 1, .4 sem 2, to maintain stage appropriate grouping of students.	Decrease class size for students Years K-6. Students grouped for literacy for four days each week.	1, 3	✓			Principal/ classroom teacher	$33920 (1- 13 568, 3 -20352)
1.2	Implement 'Focus on Reading'	Staff trained in the methodologies of 'Focus on Reading'. , Focus on Reading' indicated in program and implemented in 3-6 classroom practice. Increase student comprehension of written text indicated by PM benchmarking levels.	4	✓	✓	✓	Principal	
1.3	Employ SLSO 2 days a fortnight to implement individual '**Multilit**' programs and '**Jolly Phonics**'	Increase student reading ages K-6 with at least 90% of students achieving regional reading benchmarks.	3, 4	✓			Principal/ SLSO	(0.2 NP - $9 876) ($4938 against each reform area) and $9876 (0.2 PSF)
1.4	Implement '**Reading to Learn**' Years2-6 Including explicit teaching of intensive strategies related to spelling, grammar, writing and comprehension in all Key Learning Areas.	Students Years2-6 will increase reading age by at least 12 months (Waddington Reading Test) in a given year. *Students to improve spelling age from March to November by at least 12 months. (South Australian spelling test.)*	4	✓	✓		Principal	

		Writing will show improvement based on assessment based on Reading to Learn rubric. All children will achieve at or above minimum National Standard of Writing Improved performance indicated in NAPLAN data in grammar, spelling, punctuation and writing.							
1.5	Continue Language programs for K-2 classes.	Language specialist to support teaching staff in programming, workshop with parents of young children and assess student language development -devising individual programs. Pre and post test data as indicators of improvement.	4	✓				Principal/ teacher	
1.6	Utilise **Best Start** data to plan individual programs for K-2 students. Implement professional learning for staff to analyse and interpret SMART, Best Start and school based data to produce programs catering for students in all aspects of Literacy,	WEDO small schools meet for SDD to unpack the data available and share best practice. School based data is evidenced in teacher planning and classroom practice.	2, 5, 6	✓				Principal	Casual staff $700 (reform area 2, 5)

School Identified Priority Area: Numeracy

Intended Outcome/s:

1. Teachers trained and using Maths Matters, Mathletics and Targeting Early Numeracy
2. Smart and Best Start information used to plan and deliver quality numeracy teaching
3. Student achievements of Stage outcomes in Numeracy are improved for all students

Targets:

1. Raise the Numeracy standards of all students
2. Increase individual student attainment in NAPLAN Numeracy from Year 3 to Year 5.
3. Average mathematics results of individual students will match or better data in NAPLAN, compared to their results from Year 3 using 2010 as base data.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Continue training and implementation of '**Maths Matters**'.	**Maths Matters** included in TPL program Enhance the capacity to assess students current mathematical understanding and be able to deliver effective and explicit teaching to maximise the learning of numeracy for all students using the **Maths Matters** Program Increase student attainment in Numeracy from Year 3 to Year 5 based on NAPLAN data-base year 2011.	2, 4	✓	✓		Principal	TPL-3 days @ $350 per day $1050
1.2	Continue training and implementation of '**Targeting Early Numeracy**'.	Increase the percentage of K-2 students reaching **TEN** benchmarks. 80% o f K-2 students will reach **TEN** numeracy benchmarks by November 2012.	2, 4	✓	✓		Principal	
1.3	Staff trained in unpacking SMART and BEST START DATA Utilise DATA to inform teaching	Dubbo small schools 'WEDO' to unpack SMART DATA at Staff Development Day 2012. Programs and classroom practice evidence use of data. Utilise Best Start data to plan individual education (IEP) programs for students K-2. All students K-2 will have an IEP by June 2012. IEP's also developed and implemented for students	2, 5, 6	✓			Principal	

		performing below minimum standard in Numeracy.							
1.4	Employ classroom teacher (as above) to group students appropriately in multistage classroom.	Decrease class size to enable explicit strategies from TEN programs to be implemented. Embed TEN strategies in teaching programs and practice K-2.	3	✓				Principal	
1.5	Implement a daily focus on basic number facts and mental strategies.	Expand student recall of basic number facts including times tables. Improvement in speed and accuracy in recall will be monitored weekly. All students will increase knowledge and recall of basic facts from February to November by at least 20%.	4	✓	✓			Principal	
1.6	'**Mathletics**' interactive computer program will be utilised in the 3-6 classroom.	Raise student's levels in '**Mathletics**' from February to November. Teacher to monitor progress.	4	✓				Principal	
1.7	Plan for the implementation of the new Maths Syllabus	Set up a procedure for staff to monitor and track the benchmarking of students against the learning framework in number	4	✓				Principal	

School Identified Priority Area: Engagement and Participation

Intended Outcomes:

1. Increase student engagement by further utilising technology within the classroom in all Key Learning Areas.
2. Join with other schools to employ a connected learning coach.
3. Implement quality teaching practice in all Key Learning Areas.

Target/s:

1. To improve student participation and achievement in all Key Learning Areas by the end of 2012

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Embed technology in all teaching programs and classroom practice.	Students provided with further learning opportunities in ICT. Students work independently and cooperatively on WEB Quests and interactive activities. Utilise connected learning opportunities for students.	3, 4	✓	✓	✓	Principal	
1.2	Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focused on the effective integration of interactive technology into classroom practice and partnership mentor	Staff and students provided with tailored learning opportunities in ICT applications which will be reflected in student presentations and quality teacher programs incorporating ICT. Staff accessing further professional development through the Partnership Mentor and Connected Classroom facility.	3, 4, 6	✓			Principal	**$4312 ($1437 against each reform area)**
1.3	Improve Teacher Quality	Improve Teacher quality by utilizing professional learning opportunities, fostering professional dialogue with colleagues, professional reading. Increase evidence of Quality teaching in programs and classroom practice. Increased levels of student engagement and decreased levels of 'off task' behaviour.	1,2	✓	✓	✓	Principal	

GLOSSARY

Intended Outcomes

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide   Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. *Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012*

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to **observe** or **measure**, if the strategies are working as expected.

Funding Codes

Colour (taken from the Palette in Word)	Funding Source
Red	Low SES National Partnership e.g. employ DP
Black	Global Budget e.g. purchase resource
Blue	CAP e.g. employ teacher
Green	PSP & PAS e.g. employ TA
Purple	Professional Learning e.g. attendance at R2L
Orange	Aboriginal Education e.g. $2500 SiP employ SLSO
Dark Red	Other e.g. $1000 Community Grant