



Education &
Communities

School Management Plan



MUMBIL PUBLIC SCHOOL

2012 – 2014

Revised for 2013

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

Literacy- Focus on Reading, Best Start data analysis.

Numeracy- TEN (K-2); Maths Matters (Yrs 3-6)

Engagement and Attainment- Integration of technology, community involvement in learning.

Public Schools NSW – Strategic Directions 2012 - 2014

Leadership & Management

Curriculum & Assessment

Engagement and Attainment

Literacy & Numeracy

Aboriginal Education

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 articulate 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

Mumbil Public School is located mid-way between Dubbo and Orange on the eastern edge of the Dubbo SEG 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 when Burrendong Dam was being constructed. Mumbil today, is a small community of families who are able to secure low cost housing and rural acreage, to rent and buy, within easy access to a peaceful village. 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, a separate library and art room. A new classroom was constructed during 2010 as part of the Federal Government's Building Education Revolution. Mumbil Public School provides quality learning experiences to an interested and 'growing' group of families.

Mumbil Public School maintains a special place within the 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. 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. During 2012 a new Principal and Senior Education Manager were appointed to the school. Increases in student numbers to 27 resulted in an allocation of a second teacher, enabling two classes- with enviable student numbers, to be established. Mumbil Public School continues to provide exceptional opportunities for students to achieve their personal best.

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

- Literacy - Raise Literacy standards of all students, with a particular focus on reading and comprehension.
- Numeracy – Student achievement of Stage outcomes in Numeracy are improved.
- Engagement- Increase student engagement by further utilisation of technology within the classroom and by strengthening links with parents and carers.

Principal:

Date:

Endorsed by School Education Director:

Date:

School Identified Priority Area/s	Summary of Targets
Literacy	<ul style="list-style-type: none"> • Raise growth in Year 5 students to equal or better average student growth in NAPLAN reading and writing in 2013. • Increase proportion of students reaching regional reading benchmarks in K, Year 1 and Year2 from 50% in 2011 to 90% in 2013.
Numeracy	<ul style="list-style-type: none"> • Raise growth in Year 5 students to equal or better average state growth in NAPLAN Numeracy in 2013. • Increase individual student attainment in NAPLAN Numeracy from Year 3 to Year 5. • Meet the Stage appropriate levels for K-2 students based on the Numeracy continuum and Targeting Early Numeracy assessments.
Engagement and Attainment	<ul style="list-style-type: none"> • To improve student participation and achievement in all Key Learning Areas by the end of 2013 • Increase parent and carer participation in student learning at school

School Identified Priority Area: Literacy

Intended Outcome:

1. Raise the Literacy standards of all students with a particular focus on reading comprehension and writing.

Targets:

1. Raise growth in Year 5 students to equal or better average student growth in NAPLAN reading and writing.
2. Average literacy results of individual students will match or better data in NAPLAN, compared to their results from Year 3 using 2011 as base data.
3. Increase proportion of students reaching regional reading benchmarks in K- 2 from 67% in 2011 to 88% in 2013.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Utilise trained SLSO 0.5 (5 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	(0.3 NP - \$17,149(\$8575 in each reform area 3,4) and 0.2 Transitional equity funding \$11,300
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 and pre and post-test comprehension data.	4	✓	✓	✓	Principal	TPL 6 days
1.3	Implement 'Reading to Learn' Years2-6 Included explicit teaching of intensive strategies related to spelling, grammar, writing and comprehension in all Key Learning Areas. Ongoing R2L professional learning for 3-6 staff. Flexible groupings across school to target specific student needs.	Students Years2-6 will increase reading age by at least 12 months (Waddington Reading Test) in a given year. <i>Students to improve spelling age from March to November by at least 12 months. (South Australian spelling test.)</i> 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.	4	✓	✓		Principal/ classroom teacher	

1.3a	<p>Continue Books in Homes and Book Club.</p> <p>Introduce an incentive program to encourage Home Reading for older students</p> <p>Continue community volunteer reading program and support volunteer tutors with training.</p> <p>Utilise the school library and interactive programs more comprehensively.</p> <p>Reduce extra curricula interruptions to literacy learning.</p>		4					
1.4	<p>Expand Kindergarten orientation to include parent as teacher information for early literacy development in children. Employ early childhood specialist for this task.</p> <p>SLSL employed to assist with orientation programs.</p>	<p>Parent information sessions well attended. Links with playgroup maximised.</p> <p>Ten week orientation program in semester 2.</p> <p>Take home kits and library borrowing instigated.</p>	4,6		✓		Principal/ classroom teacher	Casual Teacher \$350 SLSO \$2961 (Reform areas 4,6)
1.5	<p>Expand Language programs for K-2 classes. Utilise local speech pathologists. Investigate screening of all students.</p> <p>Provide training for SLSO to support individual language programs.</p>	<p>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.</p>	4	✓			Principal/ teacher	
1.6	<p>Utilise Best Start data to plan individual programs for K-2 students. Analyse and interpret SMART data and school based data to produce dynamic programs catering for students individual needs in all aspects of Literacy,</p> <p>Provide professional learning and support in the interactive Literacy continuum K-6 that includes responsive teaching and learning strategies.</p>	<p>WEDO small schools meet for SDD and teacher professional learning in 3Ls.</p> <p>Accomplished teacher with reading recovery training employed to work in K-2 room.</p> <p>School professional learning in 3L strategies.</p> <p>Increased use of literacy continuum to track student progress.</p> <p>School based data is evidenced in teacher planning and classroom practice.</p>	2, 5, 6	✓	✓	✓	Principal/ Teaching staff	Casual staff \$350 (reform area 2, 5)
1.7	<p>Ongoing L3 professional learning for K-2 staff. Implement L3 strategies in the classroom, evidenced in the teaching program.</p>	<p>Evidence of L3 pedagogy in classrooms and teaching programs.</p>	4	✓	✓		K-2 Teacher	

School Identified Priority Area: Numeracy

Intended Outcome:

1. Student achievements of Stage outcomes in Numeracy are improved.

2. Targets:

1. Increase individual student attainment in NAPLAN Numeracy from Year 3 to Year 5.
2. Meet the Stage appropriate levels for K-2 students based on the Numeracy continuum and Targeting Early Numeracy assessments.
3. To increase the percentage of students reaching the facile level in the TEN assessment at the end of Stage 1 from 15% to 75%
4. Improve growth in Year 5 students, to match expected growth in 2013. At least 25% of students in 2014 to equal or better the average state growth in NAPLAN numeracy.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Embed 'Maths Matters' and 'Targeting Early Numeracy' strategies into classroom teaching of Mathematics. SLSO and community helpers will be trained in TEN strategies to work individually with students to assist them to reach target.	Delivery of effective and explicit teaching to maximise the learning of numeracy is evident in classroom observations and teaching programs. Increase student attainment in Numeracy from Year 3 to Year 5 based on NAPLAN data-base year 2011. 80% of K-2 students will reach TEN numeracy benchmarks by November 2012.	2, 4	✓	✓		Principal	
1.2	Students in years 3-6 will complete EMSAD Tests online in Numeracy in February and October to ascertain progress. Students K-2 will be assessed using TEN in May and October.	Enhanced capacity to assess student current mathematical understanding evidenced in assessment records.	5		✓		Teachers	
1.3	Staff trained in unpacking SMART and BEST START data. Partnership Mentor will assist principal in analysis of data. Teachers will utilise the Best Start data, SMART Data and Numeracy continuum to track student progress and design IEPs for students K-2 Identification of students requiring individualised numeracy support.	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. IEP's for all students K -2 established by February 2013 and updated each semester. IEP's also developed and implemented for students performing below minimum standard in Numeracy	2, 5, 6	✓	✓		Principal/ Partnership Mentor Classroom teacher	\$403 Partnership Mentor (reform areas 2,5,6)

1.4	Implement a daily focus on basic number facts and mental strategies. Program Maths Matters strategies into number lessons.	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	
1.5	Continue to utilise interactive activities to engage students in maths. 'Mathletics' interactive computer program will be continued in the 3-6 classroom.	Raise student's levels in 'Mathletics' from February to November. Teacher to monitor progress.	4	✓	✓		Principal/ classroom teacher	

School Identified Priority Area: Engagement and Participation

Intended Outcomes:

1. To have the community actively involved in the education of their children.
2. Increase engagement of all students in all aspects of learning.
3. Increase teacher and leadership capacity.

Target/s:

1. To improve student participation and achievement in all Key Learning Areas by the end of 2013.
2. Increase Parent/carer participation in student learning from 65% to 85%
3. Review Anti Bullying policy and minimise number of negative incidents.
4. Use of technology, Quality Teaching and '8 Ways' evident in classroom observations and teaching programs.
5. Join with other schools to employ a connected learning coach and Partnership Mentor in 2013.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Embed technology in all teaching programs and classroom practice. Connect with other schools via Video Conferencing	Students provided with further learning opportunities in ICT. Students work independently and cooperatively on WEB Quests and interactive activities. Connected learning opportunities for students occur weekly. Technology use is evident in classrooms and programs.	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. Join with other schools to employ a Partnership Mentor. Maximise opportunities to attend PL provided by the Mentor, and to work independently with mentor, to increase leadership capacity.	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. Principal attendance at Leadership forums and SEG meetings.	1, 3, 4, 6	✓	✓		Principal	\$806PM (Reform areas 1,3,6) \$989-CLC (Reform area 4)

1.3	<p>Implement a series of learning activities to support parents and carers to assist their children in learning. Introduce parent/carer workshops in Literacy and Numeracy.</p> <p>Develop and extend links with Barnado's playgroup.</p> <p>Continue the successful kindergarten orientation program utilising the expertise of Early childhood specialists.</p> <p>Provide Literacy and Numeracy 'take home packs' to families</p> <p>Introduce structures to ensure regular student and parent/carer feedback to inform teaching. Including surveys.</p>	<p>High attendance at transition to kindergarten and parent information sessions.</p> <p>Student and Carer feedback sought and recorded regularly. Surveys conducted annually.</p> <p>Parents and Carers discussing curriculum with staff and students with confidence.</p>	6		✓		Principal/Teachers	
1.4	<p>Improve Teacher quality by utilizing professional learning opportunities, fostering professional dialogue with colleagues, professional reading. Staff meetings to focus on Professional Learning. Eg- The feedback project.</p>	<p>Increase evidence of Quality teaching in programs and classroom practice. Increased levels of student engagement and decreased levels of 'off task' behaviour. Staff meeting minutes indicate fortnightly PL for all staff utilisation of feedback to improve teaching and learning evidenced in practice..</p>	1,2	✓	✓	✓	Principal	
1.5	<p>Implement 'KIDS MATTER' and expand the social skills program and rewards system.</p>	<p>KIDS MATTER evident in school. Social skill included in newsletter, on classroom boards, records of student rewards recorded and monitored. Student success reported in newsletter.</p>	3,4		✓	✓	All Staff	
1.6	<p>Professional Learning in Aboriginal protocols and issues.</p>	<p>Attendance at Aboriginal Cultural Awareness PL course.</p>	6		✓		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