



Education &
Communities

School Management Plan



Gilgandra Public School

2012 – 2014

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





Gilgandra Public School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon
 Literacy and Numeracy
 Engagement & Attainment
 Leadership & Management

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:

Gilgandra Public School has a safe, caring and productive learning environment. We explicitly teach, acknowledge and reward our students for positive behaviour as part of the successful Positive Behaviour for Learning (PBL) program. Academic excellence is highly valued by our experienced and skilled teachers. Our staff is committed to encouraging all students to participate in a wide range of cultural, sporting and social opportunities. Gilgandra Public School has a strong relationship with our local pre-schools. Our effective transition program called “Early Birds” takes place during Term 4 and provides a smooth beginning to Kindergarten. We welcome parent involvement and our small, active parent body enhances our students’ learning experiences and school life. We are a well-resourced school with the latest learning technologies. A modern computer lab, interactive whiteboards and innovative software ensures the best start for every child.

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

Strengthen teacher capacity to analyse and use student data to improve student learning outcomes in Numeracy and Literacy.
 Strengthen teacher capacity to effectively assess, plan and teach.
 A continuum of learning which supports all students to achieve their learning potential.
 Increased engagement in learning by all key stakeholders.
 Strengthen leadership capacity of existing and aspiring leaders with a focus on school improvement.
 Strengthen whole-school systems and structures to maximise learning for all.
 Strengthen the culture of reflective practice by key stakeholders.

Principal:

Date:

Endorsed by School Education Director:

Date:

School Identified Priority Area/s	Summary of Targets/Intended Outcomes
Literacy and Numeracy	<ul style="list-style-type: none"> • Increase by 4% to 32% the number of Year 5 students achieving proficiency in reading NAPLAN 2012. • Increase by 9% to 44.7% the proportion of Year 7 students achieving expected growth in Reading in NAPLAN 2013. • Decrease by 6% to 25% the number of Year 5 students performing below or at minimum standard in Numeracy NAPLAN 2012. • Increase by 9% to 35% the proportion of Year 7 students achieving expected growth in Numeracy in NAPLAN 2013. • Increase by 7% to 28.4% the proportion of Year 7 Aboriginal students achieving expected growth in Numeracy in NAPLAN in 2013. • Strengthening teacher capacity to use and analyse student data to improve student learning outcomes in Numeracy and Literacy. • Strengthen teacher capacity to effectively assess, plan and teach.
Engagement & Attainment	<ul style="list-style-type: none"> • Increase the average school attendance rate by 1% to equal state. • A continuum of learning which supports all students to achieve their learning potential. • Increased engagement in learning by all key stakeholders.
Leadership & Management	<ul style="list-style-type: none"> • Strengthen leadership capacity of existing and aspiring leaders with a focus on school improvement. • Strengthen whole-school systems and structures to maximise learning for all students. • Strengthen the culture of reflective practice by key stakeholders.

School Identified Priority Area: Literacy and Numeracy

Intended Outcome/s:

Strengthening teacher capacity to use and analyse student data to improve student learning outcomes in Numeracy and Literacy.

Strengthen teacher capacity to effectively assess, plan and teach.

- **Target/s:**

- Increase by 4% to 32% the number of Year 5 students achieving proficiency in reading NAPLAN 2012.
- Increase by 9% to 44.7% the proportion of Year 7 students achieving expected growth in Reading in NAPLAN 2013.
- Decrease by 6% to 25% the number of Year 5 students performing below or at minimum standard in Numeracy NAPLAN 2012.
- Increase by 9% to 35% the proportion of Year 7 students achieving expected growth in Numeracy in NAPLAN 2013.
- Increase by 7% to 28.4% the proportion of Year 7 Aboriginal students achieving expected growth in Numeracy in NAPLAN in 2013.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	<p>Structured Professional Learning-Literacy Continuation of Focus on Reading 3-6 program across Stages 2 and 3 including team teaching and lesson observations with trained facilitator.</p> <p>Train a school-based facilitator in Focus on Reading to lead and mentor staff in explicit teaching of the six comprehension strategies.</p>	Focus On Reading strategies are evident in lesson observations and teaching programs in Stages 2 and 3.	1,3,4 & 6	X	X	X	3-6 teachers STLA Executive	Low SES 2011 Funds \$6000
1.2	<p>Analysis and use of data Analysis of Best Start data to develop and plan quality programs.</p> <p>Analysis of SMART data to inform appropriate teaching and learning strategies which support students through the literacy and numeracy continuum of learning.</p> <p>Document a process for collecting student performance information across all stage groups, establishing timelines and allocating responsibilities.</p> <p>Develop a spreadsheet for collection of student data/performance.</p>	<p>Kindergarten teachers access Best Start data to inform programming and teaching strategies for literacy and numeracy.</p> <p>Teachers access SMART data to inform literacy and numeracy programming and teaching strategies.</p> <p>Whole school document developed and being used by teachers to record student performance information.</p>	4 & 5	X	X	X	Kinder teachers Teachers Executive / STLA	SiP \$2 000

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation
1.3	<p>Teacher collaborations/scaffolding professional dialogue. Stage meetings held regularly to discuss and model how the analysis of student information can inform and modify teaching programs and individual student programs.</p> <p>Establishment of a whole school structure allowing teachers to collaboratively plan assessments and to discuss and moderate student achievements in literacy and numeracy. This will include a focus on how to provide effective feedback to students.</p> <p>Establishment of a whole school structure allowing teachers time to collaboratively develop quality, rich assessment tasks that directly relate to student outcomes and content covered with students.</p>	<p>Effective monitoring of student numeracy and literacy performance to identify direction for future teaching strategies.</p> <p>Greater proportion of students attaining above the "C" level on the A-E of reporting</p> <p>Increased achievement of all students particularly Aboriginal and Torres Strait Islander students.</p> <p>Effective feedback provided to students. Increased Consistency of Teacher Judgement against the standards framework.</p>	4 & 5	X	X		<p>Executive</p> <p>All teachers</p> <p>Executive</p>	<p>Low SES- \$164 157</p>
1.4	<p>Supporting individual students Utilise interagency support to assess students, develop programs and monitor progress.</p> <p>Employment of SLSO to implement Speech/OT programs.</p> <p>Employment of SLSOs to support K-6 staff in the implementation of IEPs and PLPs using SiP and Low SES Funds.</p>	A greater proportion of K-2 students meeting or exceeding Western Region Benchmarks.	4 & 5 and 6	X	X	X	<p>Learning support co-ordinator</p> <p>SLSOs</p> <p>K-2 teachers</p> <p>K-6 teachers</p>	<p>Low SES \$14 814 Norta Norta \$1950 SiP \$81 710 Low SES \$49 380</p>
1.5	Structures Professional learning-Numeracy Continued implementation of TEN program in Years K-2.	Increased proportion of students meeting Facile standard in TEN program by the end of Stage One.	2	X	X	X	K-2 teachers	Tied Grant \$1 960
1.6	<p>Whole school structures-Numeracy Establish a structured and systematic whole school approach to the teaching of Mathematics.</p> <p>Utilising STLAs, students will be grouped according to numeracy continuum.</p>	<p>Increased proportion of students meeting stage expectations</p> <p>Employment of teacher for 0.2 from PSP to supplement STLA position.</p>	2,3 & 4	X	X	X	<p>Executive</p> <p>STLA</p> <p>Teachers</p> <p>SLSOs</p>	<p>0:3 PSP tch \$13 500 Global Funds Library-\$3000 KLAs- \$10 200</p>

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation
	<p>Establishment of a whole school structure to enable teachers to meet regularly to share best practice numeracy strategies and plan relevant numeracy programs</p> <p>Utilise the "Mathletics" Program across Years 2-6 to support class programs.</p> <p>Utilise SLSO support to target gaps in student learning and practise basic number facts and recall.</p>							<p>Low SES 2011 Funds \$2 500</p>
1.7	<p>Literacy and Numeracy focus K-2 Establishment of a whole school structure allowing teachers of K-2 time to collaboratively plan effective literacy and numeracy programs focussing on:</p> <ul style="list-style-type: none"> In the first three years of school use an integrated and balanced approach to reading that includes explicit teaching of phonemic awareness, phonics, vocabulary knowledge and text comprehension. In the first three years of school use an integrated approach to numbers that includes explicit teaching of their purpose, representations, use and application and interpretation in context (including comprehension). 	<p>Decreased proportion of Aboriginal students in the lower bands of NAPLAN.</p> <p>A greater proportion of K-2 students meeting or exceeding Western Region Benchmarks.</p>	2,3 and 4	X	X	X	<p>Executive STLA Teachers SLSOs</p>	<p>PSP resources \$3 200</p>

School Identified Priority Area: Engagement and Attainment

Intended Outcome/s:

A continuum of learning which supports all students to achieve their learning potential.

Increased engagement in learning by all key stakeholders.

Target/s:

- Increase the average school attendance rate by 1% to equal state.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1	<p>Connected Learning Conduct a review of ICT resources with a view to more closely aligning student need with resource allocation.</p> <p>Purchase appropriate resources to facilitate whole-school approach.</p> <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>Provide professional learning for staff in the SAMR Technology pyramid taken from the Blended Learning framework (CAP) and support them to utilise this to assess students and program the teaching of ICT effectively.</p>	<p>Resources purchased align with identified needs from audit.</p> <p>Increased use of advanced ICT skills in classroom to enable students to achieve higher-order thinking tasks.</p> <p>Classroom programs indicate teaching strategies which make appropriate use of technology.</p> <p>Observation of classroom practice indicates more effective usage of interactive technology in teaching & learning.</p>	1,2,3 & 4	X			Computer co-ordinator	<p>Computer-Tied \$14 000</p> <p>Low SES \$10 308</p> <p>Low SES 2011 Funds \$6 000</p>
2.2	<p>Positive Behaviour for Learning Continued implementation of PBL program including the analysis of data and subsequent planning of focus areas by committee.</p> <p>Continue to explicitly teach school-wide behavioural expectations to all students.</p>	<p>System and whole-school welfare policies are implemented by teachers.</p> <p>Students are acknowledged for engaging in behavioural expectations.</p> <p>PBL and suspension data reflect school-wide behavioural expectations.</p> <p>PBL focus lessons planned and implemented.</p>	2, 3, 4 and 6	X	X	X	All staff	<p>PL Funds 4 000</p> <p>Global Funds \$ 2000</p>

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation
2.3	<p>Transition Continue Early Years links with local feeder Pre-schools.</p> <p>Continuation of "Early Bird" program implemented in Term 4 annually.</p> <p>Employment of Aboriginal SLSO to support Kindergarten transition in Terms 1 and 4.</p>	Students familiar with transitional point expectations to maximise student learning.	2, 3, 4 and 6	X	X	X	Kinder teacher SLSO Year 6 teacher	SIP \$11 000
2.4	<p>Parent engagement in student learning Continue employment of Aboriginal Community Liaison Officer to work with the community and school on attendance, literacy and numeracy.</p> <p>Conduct workshops to inform parents about DEC attendance procedures and the importance in relation to learning.</p> <p>Conduct workshops to inform parents, of school literacy and numeracy programs and how to support their child at home.</p> <p>Maintain content on school website and update photos and student work samples to motivate and engage school community.</p>	<p>Increase of attendance rates for Aboriginal students.</p> <p>Increased percentage of parents involved in organised workshops to assist their child at home.</p>	3, 4,5 and 6	X			SLSO Regional support – PSP SASS staff and all teachers	SIP \$10 000 PSP 14 000
2.5	<p>Structures-Cultural Professional Learning Collaborate with local AECG to conduct Induction program for all staff to include localised content about Aboriginal and Torres Strait Islander culture, student and communities.</p>	All staff participate in a localised cultural induction program delivered by the Gilgandra AECG.		X		X	Principal	SIP \$ 2 000
2.7	<p>Parent Engagement-PLPs Continue employment of casual teachers to enable release time for teachers to prepare PLPs, analyses of data and conduct parent/teacher interviews.</p>	IEPs and PLPs developed between students, parents and teachers.	2 and 6	X	X	X		SIP 6 000

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation
	Establish whole-school structure to enable the AEO to assist with the liaison between parents/carers and teachers to develop PLPs.							
2.8	School Learning Support Team Review in school referral structures with the School Learning Support team.	Learning Support Team develops and implements a tracking service for students with specific learning needs.	3 and 4	X	X	X	LST School Counsellor	
2.9	Community Programs Continued celebrations of significant events such as NAIDOC Week with community assistance in planning and implementation. Continuation of homework centre with Aboriginal teacher and SLSO.	Collaborative celebrations with the local AECG and broader Aboriginal community. Significant Aboriginal and community support of celebrations. Increased attendance at Homework Centre by Aboriginal and non-Aboriginal students.	3 and 6	X	X	X	NAIDOC Committee	SiP \$ 500 SiP \$3 500
2.10	I.xtend Program Participate in the Ixtend program in 2012. Nominated school based facilitator will undertake PL to focus on curriculum differentiation, utilising an online environment and consistent teacher judgement.	Teacher will undertake PL in the Western Region I.xtend program for Gifted and Talented students. A select group of Stage 2 and 3 students will participate in a school based i.xtend program.	2,4 and 6	X	X	X	Executive School G&T Co-ordinator	Low SES 2011 Funds \$7 500

School Identified Priority Area: Leadership and Management

Intended Outcome/s:

Strengthen leadership capacity of existing and aspiring leaders with a focus on school improvement.

Strengthen whole-school systems and structures to maximise learning for all students.

Strengthen the culture of reflective practice by key stakeholders.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	<p>Structures-School Support staff Conduct a review of the use of support staff i.e. AEO, STLA and SLSOs at least once a year.</p> <p>Provide additional support and learning for support staff to meet the needs of students.</p>	Staff is allocated based on student need according to the collection of numeracy and literacy information.	3 and 5	X	X	X	Executive	
3.2	<p>Structures-School Improvement <i>School Improvement Team undertakes the Team Leadership for School Improvement K-12 program and selected support sessions.</i></p> <p>Continuation of a school based team for the annual evaluation process with representation from key stakeholders.</p> <p>Display relevant sections of the school plan in the staffroom.</p> <p>Discuss regularly the school goals, expectations and progress at staff, parent and executive meetings.</p> <p>Review the school vision statement with key stakeholders using Western Region School Improvement by Design Discussion Starters Kit.</p>	<p>School Improvement team completes planning and implementation of priority areas to inform ongoing adjustments to school planning and 2013 Management Plan.</p> <p>All staff members are aware of and can articulate the school's goals and expectations in literacy and numeracy. Literacy and numeracy goals and expectations are embedded in school and classroom routines and procedures.</p> <p>Processes are in place for key stakeholders to have input into the development and review of the school plan.</p> <p>Professional meetings reflect principles of NSW Quality Teaching model.</p> <p>New Vision Statement will be developed with key stakeholders to drive school purpose.</p>	2, 3,4,5	X	X	X	<p>School Improvement Team Executive</p> <p>Teachers</p>	<p>Low SES</p> <p>2011 Funds</p> <p>\$8 000</p>

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation
	Continue the release of DP and AP to facilitate meetings with stage based groups to; build teacher capacity in the Quality Teaching Framework.							Low SES 2011 Funds 1 \$10 000
3.3	Structures-Professional Learning Organise Professional Learning that aligns with the Management Plan and is directly linked to the changes needed in classroom practice. Promote the Quality Teaching framework through professional learning to support improved learning outcomes of students.	Professional Learning supports teachers to engage in activities that improve student outcomes. Evidence of QT underpinning the development of professional learning activities.	3,4 and 5	X	X	X	Executive	P.L \$10 000 SiP 1 500
3.4	Structures-Partnership Mentor Continue with other schools to maintain a partnership position at PH2 level to support leadership development programs, provide training and analysis of data and co-ordinate professional learning networks.	Structured in-school leadership programs established. Staff utilise networks beyond their own school and learning community to support teacher professional learning. Evidence in class programs that programming has been informed by student learning data	1, 2, 4, 5 and 6	X	X	X	Principal Mentor Executive	Low SES \$12 598
3.5	Building Leadership Capacity Existing and aspiring leaders participate in leadership professional development to further develop and enhance their leadership capabilities. Encourage staff members to apply for and relieve in support roles, leadership roles and positions. Provide strategies such as mentoring and coaching to develop leadership capacity in existing and aspiring leaders.	Existing and aspiring leaders accept and perform leadership opportunities when offered. Aspiring leaders successful at merit selection process. Staff participate in leadership professional learning	1, 2 and 4	X	X	X	Principal Executive Teachers.	Low SES 2011 funds \$10 000