



Education &
Communities

School Management Plan



Coonamble Public School

2012 – 2014

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





Coonamble Public School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon

- Literacy and Numeracy
- Aboriginal Education
- Engagement and Attainment
- Leadership and 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: Coonamble Public School has a current student population of approximately 245 enrolled from Pre-School through to Year 6. Coonamble Public School's mission statement indicates our belief that 'by building strong bonds between the school, parents and the community we aim to create a caring, co-operative learning environment that develops outstanding skills, attitudes and feelings that will prepare students for their future'. We recognise that education of children is a joint responsibility. The school is supported by number of initiatives including: DET Preschool, Priority Action School, (PAS) Country Areas Program, (CAP) Priority Schools Program, (PSP) Positive Behaviour for Learning, (PBL) the Reading to Learn Program, (R2L) Maths Matters, Teaching Early Numeracy (TEN) and Low SES National Partnership. (NP) Coonamble Public School has a rich sporting heritage where students are provided with the opportunity to participate in NSW State PSSA Knockout teams. District, regional and state representation is supported and enables our students to compete at an elite level. Extracurricular activities are also an important component of our school and these are catered for through the Moorambilla Festival, the school's Performance Extravaganza and other school performances. The P and C assist in organising fundraising events and are an integral part of the school. They are a committed group of parents who enjoy working collaboratively with the staff. Coonamble Public School is committed to educating students to be Respectful, Safe Learners. Children achieve in a safe, happy and culturally diverse environment through quality teaching practices, positive student welfare programs and constructive and supportive community involvement. Our Vision is one of success for all in a safe and happy school.

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

To increase the number of students meeting or exceeding national minimum standards in literacy and numeracy.
 Narrow the achievement gap for Aboriginal students.
 A Respectful, Safe, Learning Environment.
 Teachers implementing the Quality Teaching Framework, using data driven pedagogy.

Principal:	Date:	Endorsed by School Education Director:	Date:
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School Identified Priority Area/s	Summary of Targets
Literacy/ Numeracy	<ul style="list-style-type: none"> • Increase the percentage of Year 5 students achieving Band 5 or higher in Reading from 47% in 2011 to 52% in 2012. • Increase the percentage of Year 7 students achieving Band 7 or higher in Numeracy from 20% in 2011 to 28% in 2012. • Increase the percentage of Kindergarten students achieving at PM5 from 41% in 2010 to 70% in 2012. • Increase the percentage of Year 1 students achieving at PM18 from 21% in 2010 to 70% in 2012.
Aboriginal Education	<ul style="list-style-type: none"> • 100% of Aboriginal students will have Personalised Learning Plans. (PLP's)
Engagement and Attainment	<ul style="list-style-type: none"> • Increase school attendance rates from 83% in 2011 to 86% in 2012. • Reduce the number of school suspensions from 69 at the end of Term 3, 2011 to 65 at the end of term 3, 2012.

School Identified Priority Area: Literacy/ Numeracy

Intended Outcome/s: To increase the number of students meeting or exceeding national minimum standards in literacy and numeracy.
Teachers implementing the Quality Teaching Framework, using data driven pedagogy.

Target/s:

- Increase the percentage of Year 5 students achieve Band 5 or higher in Reading from 47% in 2011 to 52% in 2012.
- Increase the percentage of Year 7 students achieving Band 7 or higher in Numeracy from 20% in 2011 to 28% in 2012.
- Increase the percentage of Kindergarten students achieving at PM5 from 41% in 2010 to 70% in 2012.
- Increase the percentage of Year 1 students achieving at PM18 from 21% in 2010 to 70% in 2012.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	Release Assistant Principals to team teach, facilitate collaborative planning and deliver school, team and individual professional learning.	Professional learning plans utilising gap analysis. Quality Teaching evident in programs and learning environments. Early Years Learning Framework implemented in Preschool.	1 2 3 4	X			Principal Assistant Principals (AP)	\$133,274 \$24,468
1.2	Ensure Literacy and Numeracy teaching P-6 is informed by data such as Best Start, Smart data, running records, R2L writing criteria, TEN, Maths Matters.	Whole school system to record assessment data. Programs include appropriate data. Use of assessment continuum plan and implement assessment tasks. Best Start data is reflected in Pre-School planning.	2 3 4	X	X	X	Principal AP(Literacy) Maths Consultant	\$3000
1.3	Implement R2L and guided reading K- 6.	R2L and guided reading is evident in K – 6 teaching programs and classrooms.	2 4 5	X	X		Principal AP's Classroom Teachers (CRT)	\$2000 \$20000
1.4	Consolidate TEN practice K-2 and Maths Matters practice 5-6.	TEN is evident in K-2 and Maths Matters is evident in 3-6 teaching programs and classrooms.	2 3 4	X			AP (Numeracy) Maths Consultant	\$2000
1.5	Provide specialised support for identified students.	Employed therapy aide delivers speech and OT support to Preschool students in small group withdrawal and embedded preschool practice. Increased reading recovery allocation delivers, targetted Year 1 and 2 students below benchmark, individual reading recovery lessons. Targetted students in Years 4 and 5 receive in class support in R2L and guided reading from STLA. Employment of a PSP Literacy/Community Coordinator.	3 4 6	X			Principal School Learning Support Officer Reading Recovery Teacher P-2 Teachers	\$20,632 \$10,000

School Identified Priority Area: Aboriginal Education

Intended Outcome/s: To increase the number of students meeting or exceeding national minimum standards in literacy and numeracy.
Narrow the achievement gap for Aboriginal students.

Target/s:

- 100% of Aboriginal students will have Personalised Learning Plans. (PLP's)

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1	Develop whole school Gamilaroi language program.	All classes receiving specialised language classes from .2 employed language teacher.	3 4 6	X			Principal Aboriginal Education Officers (AEO)	\$15,000
2.2	PLP's embedded in reporting process.	PLP meetings occur twice a year. PLP's are a yearly process that involve consultation, goal setting and celebration of achievement.	2 5 6	X	X	X	Principal AP's CRT Community	\$3000
2.3	Aboriginal Education Committee works in collaboration with AECG and school executive.	Aboriginal community and executive attend AECG meetings. Consultation is evident around school planning. Active school-community partnership agreement in place. All staff participate in professional development in Aboriginal education and cultural and linguistic competence training.	3 4 5 6	X	X	X	Principal AP's AEO's CRT	Connecting To Country
2.4	Employ an identified Aboriginal School Administration Officer to work in the administration area of the school.	SAO attends AECG meetings. SAO works as part of the Attendance Team. Community members feel welcome in office environment.	3 6	X			Principal School Administrative Manager (SAM)	\$52,735

School Identified Priority Area: Engagement and Attainment

Intended Outcome/s: A Respectful, Safe, Learning Environment.

Target/s:

- Increase school attendance rates from 83% in 2010 to 86% in 2012.
- Reduce the number of school suspensions from 69 at the end of Term 3, 2011 to 65 at the end of term 3, 2012.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	Embed Quality Teaching K-6	Quality Teaching evident in programs and learning environments.	2 5	X	X	X	Principal AP's Quality Teacher Mentor	Regional contributions \$20000
3.2	Attendance	Attendance plan in place. Correct use of procedures in attendance policy process. Implementation of programs to support attendance. Improved community understanding of attendance procedures.	3 5 6	X	X	X	Principal AP (Attendance) HSLO/ASLO	\$1500
3.3	Expand PBL across the school.	Data driven lessons evident P-6 for whole school settings. Increased awareness of three school PBL focus areas.	2 3 4 5 6	X	X	X	Principal PBL Team CRT	\$5000
3.4	Increase Creative and Practical Arts (CAPA) focus P-6.	Increased promotion of school CAPA activities. School events incorporate and celebrate CAPA. Interest based activities occur weekly with a strong CAPA focus.	1 3 4	X			Principal CAPA team CRT	\$5000
3.5	Increase collaboration between the primary and high school.	High School based Transition Program across KLA's. Employ a .2 High School Science Teacher Stage 3 and 4 teachers continue Maths Matters Training.	3 4 5 6	X	X		Principal AP (Stage 3) Maths Consultant	\$17017

School Identified Priority Area: Leadership and Management

Intended Outcome/s: A Respectful, Safe, Learning Environment.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
4.1	Release Assistant Principals to team teach, facilitate collaborative planning and deliver school, team and individual professional learning.	Professional learning plans utilising gap analysis. Quality Teaching evident in programs and learning environments. Early Years Learning Framework implemented in Preschool and Kindergarten.	1 2 3 4	X			Principal AP's	Page 4
4.2	Employ a DP with the designated role of special education/welfare and to lead PBL.	Wellbeing policies and procedures updated. Data driven lessons evident P-6 for whole school settings. Increased awareness of three school PBL focus areas. Support class teachers receive in school professional learning.	1 2 4 5	X			Principal Deputy Principal Executive	\$146,431
4.3	Complete Team Leadership for School Improvement K-12 for executive.	Executive undertake professional learning in Team Leadership for School Improvement K-12 co-ordinating with High School executive where appropriate.	3 5	X	X		Principal Executive National Partnership Mentor (NPM)	Purchased in 2011
4.4	Combine with schools in the SEG to release 3 teachers to fill the positions of Quality Teaching mentor, National Partnership mentor and Connected Classroom mentor.	School receives support from these positions in the following areas: QT, NP and Technology within the school.	1 2 4 5	X			Principal Regional Consultancy	\$56,798

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