School Management Plan

MUMBIL PUBLIC SCHOOL

2012 – 2014
Mumbil Public School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon

Literacy - Focus on Reading
Numeracy - TEN (K-2); Maths Matters (Yrs 3-6)
Engagement and Attainment - Integration of technology.

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 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: [Signature]  Date: [Date]  Endorsed by School Education Director: [Signature]  Date: [Date]
<table>
<thead>
<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
</tr>
</thead>
</table>
| **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 year 3 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 to
4. Increase individual student attainment in NAPLAN Literacy from Year 3 to Year 5.

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>2012 Resource Allocation &amp; Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Employ a classroom teacher 0.5 sem 1, .4 sem 2, to maintain stage appropriate grouping of students.</td>
<td>Decrease class size for students Years K-6. Students grouped for literacy for four days each week.</td>
<td>1, 3</td>
<td></td>
<td>Principal/classroom teacher</td>
<td>$33920 (1-13) 568, 3-20352</td>
</tr>
<tr>
<td>1.2</td>
<td>Implement 'Focus on Reading'</td>
<td>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.</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>1.3</td>
<td>Employ SLSO 2 days a fortnight to implement individual 'Multilit' programs and 'Jolly Phonics'</td>
<td>Increase student reading ages K-6 with at least 90% of students achieving regional reading benchmarks.</td>
<td>3, 4</td>
<td>✓</td>
<td></td>
<td>Principal/ SLSO</td>
</tr>
<tr>
<td>1.4</td>
<td>Implement ‘Reading to Learn’ Years2-6</td>
<td>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.)</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>Principal</td>
</tr>
</tbody>
</table>
**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.

<table>
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<tr>
<th></th>
<th>Continue Language programs for K-2 classes.</th>
<th>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.</th>
<th>4</th>
<th>✓</th>
<th>Principal/teacher</th>
</tr>
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<tbody>
<tr>
<td>1.5</td>
<td><strong>Utilise Best Start</strong> 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.</td>
<td></td>
<td>2, 5, 6</td>
<td>✓</td>
<td>Principal</td>
</tr>
<tr>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Casual staff $700 (reform area 2, 5)</td>
</tr>
</tbody>
</table>
**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.

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| 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% of 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                |                                             |
<table>
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<tr>
<th></th>
<th></th>
<th>performing below minimum standard in Numeracy.</th>
<th></th>
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<tr>
<td>1.4</td>
<td>Employ classroom teacher (as above) to group students appropriately in multistage classroom.</td>
<td>Decrease class size to enable explicit strategies from TEN programs to be implemented. Embed TEN strategies in teaching programs and practice K-2.</td>
<td>3</td>
<td>✓</td>
<td>Principal</td>
</tr>
<tr>
<td>1.5</td>
<td>Implement a daily focus on basic number facts and mental strategies.</td>
<td>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%.</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>1.6</td>
<td>'Mathletics' interactive computer program will be utilised in the 3-6 classroom.</td>
<td>Raise student's levels in 'Mathletics' from February to November. Teacher to monitor progress.</td>
<td>4</td>
<td>✓</td>
<td>Principal</td>
</tr>
<tr>
<td>1.7</td>
<td>Plan for the implementation of the new Maths Syllabus</td>
<td>Set up a procedure for staff to monitor and track the benchmarking of students against the learning framework in number</td>
<td>4</td>
<td>✓</td>
<td>Principal</td>
</tr>
</tbody>
</table>
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

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<tr>
<td>1.1</td>
<td>Embed technology in all teaching programs and classroom practice.</td>
<td>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.</td>
<td>3, 4</td>
<td>✓</td>
<td>✓</td>
<td>Principal</td>
</tr>
<tr>
<td>1.2</td>
<td>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</td>
<td>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.</td>
<td>3, 4, 6</td>
<td>✓</td>
<td>Principal $4312 ($1437 against each reform area)</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Improve Teacher Quality</td>
<td>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.</td>
<td>1, 2</td>
<td>✓</td>
<td>✓</td>
<td>Principal</td>
</tr>
</tbody>
</table>
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.
<table>
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<th>Colour (taken from the Palette in Word)</th>
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</tr>
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<tbody>
<tr>
<td>Red</td>
<td>Low SES National Partnership e.g. employ DP</td>
</tr>
<tr>
<td>Black</td>
<td>Global Budget e.g. purchase resource</td>
</tr>
<tr>
<td>Blue</td>
<td>CAP e.g. employ teacher</td>
</tr>
<tr>
<td>Green</td>
<td>PSP &amp; PAS e.g. employ TA</td>
</tr>
<tr>
<td>Purple</td>
<td>Professional Learning e.g. attendance at R2L</td>
</tr>
<tr>
<td>Orange</td>
<td>Aboriginal Education e.g. $2500 SiP employ SLSO</td>
</tr>
<tr>
<td>Dark Red</td>
<td>Other e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>