

School Management Plan



Cooperwull Public School

2011 - 2012



Cooerwull Public School

School Management Plan – 2011 to 2012

DET Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement and Retention
- ✚ Aboriginal Education and Training
- ✚ Teacher Quality
- ✚ Connected Learning

School Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Technology and Connected Learning
- ✚ Community
- ✚ Environmental Education
- ✚ Aboriginal Education
- ✚ Joint Planning with Other Schools

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 articulates 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

Cooerwull Public School is a PP3 public school, located on two sites, and is in the Bathurst School Education Group within the Western Region of the Department of Education and Training of NSW. The school caters for Kindergarten to Year 6 students with a current enrolment of 336 students. There are 39 Indigenous students and 8 NESB students. The composition of the school community has changed over the years with the changing nature of the populace in the Lithgow city area. This has led to a decline in the school's enrolment. The school has a strong and whole school student resilience programs and takes pride in the students developing a strong sense of self and pride in their achievements. Continuation and expansion of these programs will be a focus under the National Partnership program.

Best Start data indicates a very high proportion of students at the beginning stage of Literacy and Numeracy learning and so there are significant opportunities to enhance the literacy knowledge of Kindergarten students through pre-K programs with both parents and children. The School's NAPLAN results indicate significant growth in students results as they move through the school. The school has a stable leadership, teaching and support staff. This has provided a sound basis for the provision of a continuum of learning activities. There is a strong tradition of sporting and music programs within the school. The school participates in the PSSA sporting knockouts and the DET Arts unit Opera House performance each year for recorder and choral groups.

Targets:

1. Increase the number of students at proficiency in Yr 3 NAPLAN Reading from 42% in 2010 to 44.5% in 2011 (2 students)
2. Increase the number of students at proficiency in Yr 5 NAPLAN Writing from 13% in 2010 to 17% in 2011 (2 students)
3. K – Yr 2 - Increase the percentage of students achieving year appropriate regional benchmark level by 5%. (2009 K 61% (Regional 80%); Yr 1 80% (90%); Yr 2 89% (95%))
4. Increase the number of students at proficiency in Yr 3 NAPLAN Numeracy from 26% in 2010 to 31% in 2011 (2 students)
5. Increase the number of students at proficiency in Yr 5 NAPLAN Numeracy from 23% in 2010 to 28% in 2011 (2 students)
6. Reduce the percentage of students showing minimum growth in NAPLAN Yr 5 Numeracy from 57.9% in 2010 to 50% by 2011.

This plan has been endorsed and approved by:

Principal:

Date:

School Education Director:

Date:

Priority Area 1 Literacy

Outcomes: To enhance students knowledge and appreciation of literacy and its importance in their lives.

Targets:

1. Increase the number of students at proficiency in Yr 3 NAPLAN Reading from 42% in 2010 to 44.5% in 2011 (2 students) - Increase the number of students at proficiency in Yr 5 NAPLAN Writing from 13% in 2010 to 17% in 2011 (2 students)
2. K – Yr 2 - Increase the percentage of students achieving year appropriate regional benchmark level by 5%. (2009 K 61% (Regional 80%); Yr 1 80% (90%); Yr 2 89% (95%))

Number	Strategies	Indicators	Reform Area	Timeframe		Responsibility	Resource Allocation & Funding Source
				Sem 1	Sem 2		
1.1	Explicit teaching of writing techniques – text types, grammar and punctuation. Employ quality teaching mentor for explicit teaching of different text types Stage 1 & 2 Employ 3 SLSOs for 0.66 each to support teaching strategies in the classroom.	Teaching programs indicate explicit teaching of grammar and punctuation	1,2,3,4	X	X	Quality Teaching Mentor Classroom teachers SLSOs	NP Wages \$107,096 NP Wages \$85,672
1.2	Implement extension programs for high achievers in all grades. Additional strategies: Peer teaching, Professional learning in staff meetings re implementing lateral thinking, de Bono and Bloom's taxonomy, use of online strategies in Reading, Language conventions & Writing.	Proportions of students in each band above SEG targets. Staff meeting minutes indicate Professional Learning.	2, 3, 4	X	X	Principal APs Classroom Teachers Quality Teaching mentor	(as per SPA 1.1) NP TPL/Casuals \$3,000
1.3	Implement targeted programming and teaching activities to address areas of weakness identified by 2010 NAPLAN data analysis. Use Best Start and Benchmarking data to also identify areas of weakness in ES1 and S1.	Closing the gap between School Mean and State Mean as indicated in NAPLAN analysis spreadsheet. SMART data training for all staff Team teaching and planning timetabled. SMART Data analysis reflected in teaching programs. EduPro used as a means of recording students' yearly academic progress.	1, 2, 5	X	X	Quality Teaching mentor APs Literacy Consultant NP Mentor	(as per SPA 1.1) NP TPL/Casuals \$5,000
1.4	Implement PM Writing to address Writing, Grammar & Punctuation, across all stages	Classroom teaching programs indicate use of strategy in teaching.	3, 4	X		Teachers Quality Teaching mentor	(as per SPA 1.1)
1.5	Continue Jolly Phonics in ES1. Consolidate Jolly Phonics and Jolly Grammar in Stage 1 and Stage 2.	Professional learning activities attended and ideas shared.	3, 4	X	X	Teachers APs	TPL \$2,880 NP TPL/Casuals

		Specific TPL for IWB usage. PL undertaken with L.P.S.					\$2,000
1.6	Link reading and writing strategies for improving students' outcomes. Use Best Start to inform Kindergarten teaching program.	Aboriginal students results in NAPLAN. Western benchmark percentages in K, Y1, Y2 achieved. <i>Best Start</i> assessment used to determine K teaching programs	1, 4, 5	X	X	Kindergarten teachers	
1.7	Consolidate and sustain MultiLit to improve results for identified students in Stage 1 & 2	Pre & post program testing demonstrates improvement in students' reading ability.	4,6	X		SLSOs Classroom teachers	(as per SPA 1.1)
1.8	Use of interactive whiteboards to engage technology learners and diversify learning experiences. Continue Connected Learning training to build technology skills in classroom.	Teaching programs reflect incorporation of interactive lessons. APs supervision and feedback.	3, 4	X		Computer co-ordinator Classroom teachers	Comp. Coord. \$2,500 NP TPL/Casuals \$5,000 (as per SPA 2.6)
1.9	Language and speech program developed for ES1 and S1 students in cooperation with WGEC schools. (Review BEL)	Program implemented; teachers undertake professional development in speech area. Speech mentor team teaches with staff on a timetabled basis.	2, 4, 6	X		APs WGEC	TPL \$3,700 NP Res \$1,800 NP TPL/Casuals \$3,000
1.10	Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.	NP Mentor working with school on professional development in leadership area.	1, 2, 4, 5	X	X	Region Principal	NP Regional \$19,785

Priority Area 2 Numeracy

Outcomes: Students' success and enjoyment of Numeracy is enhanced

- Targets:**
1. Increase the number of students at proficiency in Yr 3 NAPLAN Numeracy from 26% in 2010 to 31% in 2011 (3 students)
 2. Increase the number of students at proficiency in Yr 5 NAPLAN Numeracy from 23% in 2010 to 28% in 2011 (3 students)
 3. Reduce the percentage of students showing minimum growth in NAPLAN Yr 5 Numeracy from 57.9% in 2010 to 50% by 2011.

Number	Strategies	Indicators	Reform Area	Timeframe		Responsibility	Resource Allocation & Funding Source
				Sem 1	Sem 2		
2.1	Employ SLSOs to support teaching strategies in the class room. Investigate the use of a Numeracy mentor for explicit teaching of different numeracy strategies. Liaise with Lithgow Public School re their model.	Comparison between school mean and national mean shows improvement.	1, 3	X	X	All classroom teachers	(as per SPA 1.1) TPL \$1,680
2.2	Identify areas of weakness from Best Start and NAPLAN data. SMART training for staff and PL on how to incorporate required differentiation into teaching programs.	SMART Data analysis reflected in teaching programs. APs supervision and feedback. District consultant visits to assist Professional Learning.	1, 3, 4	X	X	All classroom teachers Quality Teaching Mentor NP Mentor	(as per SPA 1.1) (as per SPA 1.3) (as per SPA 2.6)
2.3	Development of grade programs to focus on areas highlighted as areas of need by NAPLAN analysis. Teaching programs demonstrate high expectations of student achievement. Professional learning undertaken re quality teaching and high expectations in Numeracy.	Greater percentage of students in proficient bands on NAPLAN results in Yr 3 & 5 Reduction in percentage of students at or below National Minimum Standard. Team teaching and planning timetabled LPS mentor attends school for demonstration lessons	1, 5	X	X	All classroom teachers Quality Teaching Mentor NP Mentor	TPL \$1,980 (as per SPA 1.1) (as per SPA 1.3) NP TPL/Casuals \$3,000
2.4	Consolidate CMIT in Stage 1 & 2 by resourcing the program in time and materials. Maths day throughout school to focus on hands on Numeracy activities. Instigate LHS to assist with St 3 Numeracy consultant. Parent Numeracy workshops to allow them to assist students.	Further implementation of CMIT throughout the school by trained staff K – 4. Maths days held.	1, 2, 4, 5, 6	X	X	All K-4 classroom teachers Numeracy consultant LPS Numeracy co-ordinator CLO	TPL \$2,500 CMIT \$1,808 NP Res \$5,000 NP TPL/Casuals \$2,000 NP Wages \$28,122

2.5	Undertake a deep analysis of NAPLAN Numeracy results on a whole school basis.	Development of PMI /Venn diagrams to assist programming.	2, 3, 4	X		Principal Numeracy consultant	
2.6	Liaise with LPS re Numeracy program TOWN. Also with LHS about Stage 3 results.	Coordinator / mentor liaises and is supported by with LPS numeracy mentor.	2, 6	X	X	LPS Numeracy co-ordinator APs Quality Teaching Mentor	NP TPL/Casuals \$4,218
2.7	Connected learning continues to build on classroom skills and IWB activities.	Increased sharing of IWB activities at staff and stage meetings. Additional IWBs purchased. Up-to-date software available	3, 4	X	X	Computer co-ord.	Comp. Coord. \$3,000 Global / School \$16,500 (as per SPA 2.6) NP TPL/Casuals \$2,000 NP Hard/Software \$7,352

Priority Area 3 Student Engagement

- Intended Outcomes:**
- Review and strengthen the whole school student resilience program with the purpose of developing students' self-esteem and anger management and the development of positive relationships between students.
 - Students have a consistent ICT program of instruction throughout K -6 learning and its inclusion in their KLA studies.
 - Students and parents value the importance of regular, on time attendance at school.

Targets:

Number	Strategies	Indicators	Reform Area	Timeframe		Responsibility	Resource Allocation & Funding Source
				Sem 1	Sem 2		
3.1	Employ a teacher 0.6 to support: Development and implementation of Restorative Justice strategy. Continuance of Student Resilience program and Implement a students' information board to promote value of the week, upcoming events.	Professional learning undertaken and program explained to school community. Students' noticeboard created. Reduction in the number of behaviour management concerns being reported to the LST meetings.	1, 2, 6	X	X	Principal Classroom teachers Welfare mentor	NP Wages \$45,298
3.2	Review Student Management system	Review undertaken and recommended changes implemented.	2, 5	X		LST	
3.3	Extended school activities - friendship workshops, playgroup, OOSH. Year 1 and Primary vegetable garden - making learning meaningful by relating it to everyday life. Environmental education theme.	The Retreat and OOSH are established. Playground equipment/markings in place.	6	X	X	CLO LST	(as per SPA 2.4) NP Consumables \$3,000
3.4	Transition program from Yr 2 to 3 to be more effectively implemented. (Yr 3 NAPLAN results)	Year 2 students undertake extensive classes on Primary site. Enhanced cross site communication with purchase of a second VC unit for Infants.	2, 3, 4		X	Yr 2 and 3 teachers K-2 AP	NP Consumables \$3,000 Comp. Coord. \$2,142 NP Res \$3,200
3.5	Maintain attendance and absentee follow-up program. Target partial attendance. Investigate the giving of a book award / lucky dip for a 100% attendance per term.	Increase in attendance rates	5	X	X	AP – attendance Classroom teachers	
3.6	Implement a structured parent / child learning program.	Program of parent workshops published	3,4,6	X	X	CLO Principal	(as per SPA 2.4)
3.7	Professional learning to enhance teaching strategies and behaviour management.	Teachers attending training and include knowledge in their classroom practice.	2, 3, 4			Principal APs	TPL \$1,176 NP TPL/Casuals

							\$2,500
3.8	Implementation of the Team Leadership for School Improvement and Analytical Framework program.	Classroom teachers and executive use the framework to plan and implement improvement to enhance student learning outcomes.	2, 3, 4	X	X	Principal APs	NP TPL/Casuals \$2500
3.9	Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice.	Connected Learning Mentor employed and working in school to enhance IT skills of students and staff.	1	X	X	Region Principal	NP Region \$16,188