

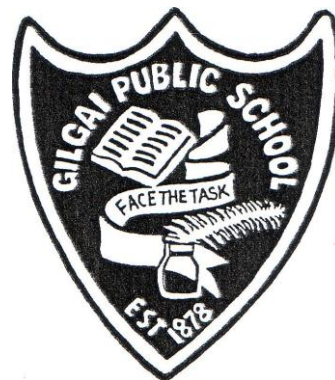


Gilgai Public School

School Plan

January 2011 reviewed

2009-2011



Extract from School plan for 2009-2011

School context

- Gilgai Public School is located in a picturesque and tranquil setting on the banks of the Gilgai Creek, within the village of Gilgai.
- Gilgai Public School lies within the New England North Regional Area.
- Gilgai is both a dynamic and unique PP5 primary school with an enrolment of 47 students. (2010 = 56 students, 2011 = 61 students)
- It currently consists of two multi-age classes containing a range of students from Kindergarten to Year 6. It is well resourced with a variety of resources including a library and a multi purpose shed. 2010 Increase in enrolment resulted in appointment of an additional teacher.
- The majority of the student enrolments live within the Gilgai area.
- The school is supported by the Commonwealth Government funded -Priority Schools Funded Program.
- The school is well supported by the local community and has an active P&C.
- One day per week a mobile pre-school visits the school to cater to the needs of local students ranging in age form 2yrs to 5yrs.

Priority Areas (3 Year horizon)

Literacy – Writing, Talking & Listening, Reading
 Numeracy
 Student Engagement and Retention
 Aboriginal Education and Training
 Teacher Quality
 Connected Learning

Targets

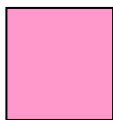
2009 Writing, Number
 2010 Reading, Measurement
 2011 Literacy, Numeracy

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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Principal's initials: _____

School Education Director's Initials _____



2009 Strategy



2010 Strategy



2011 Strategy



equals completed

Priority Area 1: Literacy

Intended Outcomes:

- Increased levels of literacy achievement for every student in line with State Plan targets
- Diminished gap in literacy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of literacy learning in Kindergarten.

Targets:

2009 A majority of students achieving in the highest three bands of NAPLAN Writing in years 3 and 5.

2010 A majority of students achieving in the highest three bands of NAPLAN Reading in years 3 and 5.

All year 5 students to show positive growth in NAPLAN Reading from 2008.

2011 Increase the number of Year 5 students showing positive growth in NAPLAN Writing from 2010 student data to the majority of students.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Impact of K-12 Literacy Policy on school teaching programs and student literacy achievement.	Implement the 2008 K-12 Literacy policy to guide teaching in schools and improve student literacy achievement.	✓	✓		All teaching staff 2011 HAT	School budget 2011 National Partnership Reform 4 Nil Cost/HAT
	Implement Jolly Phonics & Jolly Grammar in Early Stage 1 and Stage 1	✓	✓		Early Stage 1 and stage 1 teachers	Literacy curriculum budget
	Employment of additional part time teacher to reduce class sizes for all literacy learning.	✓	✓		Principal	09 PSP \$8742 10 PSP \$7655 11 PSP \$7600
Teaching staff use a variety of literacy teaching & learning strategies.	Train teachers in Accelerated Literacy program	✓			Stage 1 teacher 2009 Train new staff as needed	School TPL 09 \$3300.00
	Provide teacher professional learning in the "Focus on Reading" Program				Principal, Regional Facilitator Michael Wilson	2011 National Partnership Reform 1&4 \$4378 casual relief & \$180.00 course materials Total = \$4558
	Provide a variety of literacy programs recognising individual learning needs including spelling capacity matrix, reading & writing rubric activities.	✓	✓		All teaching staff	2011 National Partnership Reform 1&4 TPL Langford

Student improvement in writing. Writing tasks in school utilise NAPLAN marking criteria	Incorporate PM text type resources into teaching learning programs.	✓	✓		All teaching staff	English curriculum budget
	Facilitate Teacher participation in NAPLAN marking training.		✓		Stage 2 and 3 teachers	TPL
	Design & Implement a "Stop And Write" (SAW) program K-6 daily.				All teaching staff	Staff Development Day 2011 term 1
QTF Engagement identified in teaching programs. Evidenced in observations	Teacher programs in English demonstrate engaging lessons as part of the Quality Teaching Framework	✓	✓		All teaching staff, 2011 HAT	2011 National Partnership Reform 4 Nil cost
	Use of joint cohort teaching and assessment between schools to promote quality.				Stage 2 and stage 3 teaching staff	Video conferencing North Coast Network/ /TPL
Literacy teaching programs contain NAPLAN questions as a focal point.	NAPLAN questions are examined during literacy lessons.		✓		Stage 2 & 3 teachers	Regional Consultancy School T & D
	NAPLAN questions are integrated into literacy learning programs.		✓		Stage 2 & 3 teachers	
Students have personalised learning plans that are being utilised.	Aboriginal students have personalised learning plans to address identified areas of weakness in literacy.		✓		Teachers, students and parents	Aboriginal Education Tied grant
	All students have personalised learning plans to address identified learning needs in literacy.				Teachers, students and parents	2011 National Partnership Reform 4 \$3184 casual relief 4 teachers once per semester = 8 casual relief days
	Conduct parent training in guided reading and implement a Parent Helpers Reading program.				Principal, HAT, all teaching staff	2011 National Partnership Reform 4 HAT
Best Start entry-to-school assessment data is used to improve literacy achievement of students in the early years.	Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.	✓	✓		Early stage 1 & Stage 1 teachers, HAT	T & D Regional Consultancy support 2011 National Partnership Reform 4 HAT

Priority Area 2: Numeracy

Intended Outcomes:

- Increased levels of numeracy achievement for every student in line with State Plan targets
- Diminished gap in numeracy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of numeracy learning in Kindergarten.

Targets:

2009 A majority of students achieving in the highest three bands of NAPLAN Number Tests in years 3 and 5.

2010 A majority of students achieving in the highest three bands of NAPLAN Measurement tests in years 3 and 5.

All year 5 students show positive growth from 2008 in Measurement strand of NAPLAN Numeracy testing.

2011 Increase the number of Year 5 students showing positive growth in NAPLAN Numeracy from 2010 student data to the majority of students.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Impact of K-12 Numeracy Policy on school teaching programs and student numeracy achievement.	Implement the 2008 K-12 Numeracy Policy to guide teaching and improve student numeracy achievement.	✓	✓		All teaching staff, 2011 HAT	In school training & development 2011 National Partnership Reform 4 Nil cost
	Ensure all students receive numeracy learning in small learning groups through the employment of a part time teacher.	✓	✓			09 PSP \$8742 10 PSP \$7655 11 PSP \$7600
Improvement in strategies on the Schedule of Early Number Assessment (SENA)	Provide staff training in SENA, Count Me In Too and Counting On programs.				All teaching staff as needed	In school training & development
	Implement the Count Me in Too and Counting On Programs as part of regular teaching program	✓	✓		Numeracy coordinator All teaching staff	School Mathematics budget
	Participation in the Targeting Early Numeracy Strategies project (TENS) & professional network.		✓		Early Stage1 & Stage 1 teachers	TENS grant & TPL

Textbooks are not the primary teaching resource in the classroom	A variety of print and hands on teaching materials are incorporated into all numeracy lessons.	✓	✓		All teaching staff	School Budget Mathematics curriculum
	Incorporate NAPLAN resources into numeracy learning programs.	✓	✓		Stage 2 & 3 teachers	
	Utilise Langford resources to support individual paced learning.	✓	✓		All teaching staff	2011 National Partnership Reform 4 Resources supplied TPL Langford
Teachers attend local & regional networks	Provide teachers with access to local, regional & state network groups.	✓	✓		Principal / Computer coordinator/HAT	Video-conferencing Regional Professional development
	Staff participation at Small School's Regional Conference.	✓	✓		All staff	TPL
Teachers utilise data to identify learning needs and inform numeracy programs.	Provide teacher professional learning in Newman's Error Analysis.				Principal, Regional Staff Nicole Humphreys	T & D National Partnerships Reform 1 & 4 Nil cost
	SMART data & in class assessment data & 2011 Newman's Error Analysis data informs numeracy programming and lesson development.	✓	✓		Principal, HAT, All teachers	2011 National Partnership Reform 1&4 Nil Cost/HAT
Students have personalised learning plans that are being utilised.	Aboriginal students have personalised learning plans to address identified areas of weakness in numeracy		✓		Teachers, students and parents	Aboriginal Education grant
	All students have personalised learning plans to address identified numeracy needs.				All teachers, students & parents	2011 National Partnership Reform 4 see cost in Literacy
Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years.	Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.	✓	✓		Early stage 1 teacher, HAT	T & D Regional Consultancy support 2011 National Partnership Reform 4 HAT
	Review and refine Best Start process to deliver effective and efficient numeracy learning in the early years.		✓		Principal and Early Stage 1 & Stage 1 teachers	

Priority Area 3: Student Engagement and Retention

Intended Outcomes:

- School culture and practice respects and responds to every student's aspirations, culture, gender and learning potential
- Quality teaching practices used for every student with particular attention to personalised learning
- A rigorous continuum of learning from K – 6 which provides for every student with particular emphasis on transition points
- Improved social and emotional wellbeing and skills for life for every student
- Increased parental engagement in supporting their child's learning

Targets:

2009, 2010, 2011 Achieve attendance rates in line with state targets.

2010 Decrease behaviour reports in both the playground and classroom by 50% in 2010.

2011 Further decrease the number of behaviour reports in both the playground and the classroom from 2010 data of 87 reports to 50 reports in 2011.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Improve student attendance rates throughout schooling.	Strengthen Implementation of "You can do it" Program	✓	✓		All staff	09 Regional staffing supplementation
Increased take-up of proactive student wellbeing approaches.	Involve all staff in development of Learning to Learn Program		✓		All teaching staff	Staff Development Day
	Embed Learning to Learn program into all KLA's for all students.		✓		All teaching staff, 2011 HAT	2011 National Partnership Reform 4 TPL Langford/HAT
	Review and up-date Anti-Bullying Policy.	✓			Principal/All staff	Staff meeting Professional Learning
	Implement positive welfare policy		✓		All teaching staff	
	Refine Positive Welfare Policy & Behaviour Intervention Program				All teaching staff, HAT	2011 National Partnership Reform 1 HAT
Effective transition programs	Implement transition to school program	✓	✓		Kindergarten teacher, Principal, Pre-School staff	
	Implement transition to year 7 program and Better Futures Program	✓	✓		Stage 3 teacher, Transition Officer, Year 7 Advisor	

Engaging programs and quality teaching practices evident across whole school.	Using Quality Teaching tools, all classes develop their own Class vision and Code of Cooperation.	✓	✓		All teaching staff	2011 National Partnership Reform 1&4 TPL Langford
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Priority Area 4: Aboriginal Education and Training

- Intended Outcomes:
- Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives
- Increased Aboriginal parental engagement in supporting their child's learning.

Targets: 2009, 2010, 2011
Refer to literacy and numeracy targets.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Impact of the Aboriginal Education and Training Policy is evidenced in school practice and programs.	Implement the 2008 Aboriginal Education and Training Policy.	✓	✓		All teaching staff	
Aboriginal cultural perspectives are evident in teaching programs	Aboriginal culture is promoted and celebrated within the school through activities and in teaching programs	✓	✓		All teaching staff	2009 - Mr Harry White 2010 Mrs Gibbs School budget PD/H
	All school formal activities are started with "Welcome to Country"	✓	✓		Principal	
Increase participation of Aboriginal children and their families in quality transition to school programs.	Implement high quality and culturally inclusive transition to school programs for Aboriginal students.	N/A	N/A		Early stage one teacher	PSP support

Priority Area 5: Teacher Quality

Intended Outcomes:

- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for school improvement

Targets:

2009 Implement Quality Learning Langford tools k-6
 2010 Monitor and evaluate the use of Langford tools in each class room across all KLA's.
 2011 To increase the number of teaching learning programs reflecting consistent use of the quality learning processes in all Key Learning Areas to 100% by the end of term 3.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Application of the NSW Quality Teaching model in all schools and through all Department professional learning and curriculum resources.	Strengthen implementation of the NSW DET Quality Teaching model, and the NSW IT Quality Teaching Framework.	✓	✓		Principal, 2011 HAT	2011 National Partnership Reform 1&4 HAT
	Use annual school evaluation process to align student learning and teacher learning.	✓	✓		Principal	
	Build teacher capacity to provide high quality learning opportunities for all students K-6 across all curriculum areas.	✓	✓		Principal and teaching staff, 2011 HAT	TPL 2011 National Partnership Reform 1&4 TPL Langford/HAT
Teachers participate in quality accredited professional learning.	Provide <u>Langford</u> training and CAP Quality Improvement training course for new staff	✓	✓		Principal	School T & D \$3500 CAP \$1400 2011 National Partnership Reform 1&4 TPL \$1100 course fees \$796 two casual relief days follow up Total = \$1896

	Development of a school professional learning plan that addresses school improvement needs through the professional learning of staff.	✓	✓		Principal, All staff Regional Consultancy	Annual School Self Evaluation
	Ensure that all teachers have professional learning plans with appropriate training to meet their needs.	✓	✓		Principal (TARS process), 2011 HAT	2011 National Partnership Reform 1 HAT
Support all early career teachers through professional growth programs and various mentoring support approaches.	Provide mentor training for Highly Accomplished Teacher				NE Region Support	2011 National Partnership Reform 1 \$870
	All early career teachers have an allocated trained mentor.	N/A	✓		Principal, experienced staff, 2011 HAT	2011 National Partnership Reform 1 HAT
	Early career teachers attend registered professional development programs.	N/A	✓		Principal	TPL
	Early career teachers have a professional learning plan and support designed to meet accreditation requirements of the NSW Teachers Institute	N/A	✓		Principal	TPL
Support staff to develop professionally and performing effectively at high levels.	Teachers attend professional learning that is accredited with the NSW Institute of Teachers	✓	✓		Principal	TPL
	Support teachers to achieve accreditation with the NSW Institute of Teachers through the Professional Teaching Standards Framework at: Graduate; Professional Competence; Professional Accomplishment and Professional Leadership levels.				2011 HAT	School T & D. 2011 National Partnership Reform 1 HAT

Priority Area 6: Connected Learning

Intended Outcomes:

- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning
- Broader curriculum options for every student through information and communication technologies and communities of schools.

Targets:

2009 Expand Video conferencing network to network with two schools out of area.

2010 Teachers to access professional development through video conferencing every term.

2011 To increase the number of classes using video-conferencing from one to three by the end of term 3.

Indicators	Strategies	Timeframe			Responsibility	Resource Allocation & Funding source
		09	10	11		
Increase the integration of information communication technologies into the teaching and learning programs..	Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.	✓	✓		Principal, All teaching staff	Tied grant – computer coordinator
	Expand the school curriculum through video conferencing, Webinars, Virtual Excursions, Wikis & blogs	✓	✓		All teaching staff	local networks
	Improved access to curriculum through joint school delivery				All teaching staff	local networks
Effective use of interactive classroom technologies.	Implement interactive classrooms to better meet the learning needs of 21 st century students.	✓	✓		All teaching staff	Connected classroom I connect newsletters BUG participation

Increase teacher participation in professional learning in information communication technologies.	Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.	✓	✓		All teaching staff	T & D Local networks Webinars and BUG
	Teachers are provided with personalised training to allow them to utilise interactive technology	✓	✓		Principal / Computer coordinator/ 2011 HAT	T & D 2011 National Partnership Reform 1&4 HAT
Evidence of positive impact of ICT learning tools, interactive technologies and ICT-based curriculum resources on student engagement and learning.	Improve student access and capacity to use information and communication technologies to enhance their learning.	✓	✓		All staff, Computer coordinator	Tied grant computer coordinator T4L
	Development of school website		✓		Principal, HAT	T & D 2011 National Partnership Reform 1 \$1592 casual relief \$40 fees Total = \$1632
Evidence of networking between local small school learning community	Extend learning opportunities for students and teachers across communities of schools. - 23 things to learn in Technology - Comic Life ✓ - Kahootz - Wikis	✓	✓		All teaching staff Tingha PS Delungra PS Gum Flat PS	CAP T & D Video conferencing
	Professional learning activities are jointly shared and delivered through communities of schools.		✓		Principal	TPL
	Schools work collaboratively in a community of schools through improved transition and joint activities.	✓	✓		Principal	SCOS