



# Mudgee Public School



## School Plan

2011

## School Plan for 2011

<b>School context</b>
Mudgee Public School caters for the needs of all students including students with disabilities and those with special gifts and talents. There is a strong link with the school community. The school has a growing Aboriginal enrolment and is endeavouring to ensure these students achieve outcomes in accordance with their stage cohort. The demographics of the town and the older drawing area of the school have resulted in an ongoing decline in school enrolments and this is being addressed with a variety of strategies at a DET and school level. Mudgee Public school is accessing Priority Schools Funding from 2009 to support the implementation of Teaching and Learning Programs, specifically in the areas of Literacy and Numeracy.
<b>Priority Areas (3 year horizon)</b>
Literacy Numeracy Teacher Quality
<b>Intended Outcomes (Summary)</b>
Increase levels of literacy achievement for every mainstream student in line with State Plan targets. Raise the Numeracy standards of all mainstream students to Western Region level or above. Strengthened teacher capacity to improve student learning outcomes utilising the Quality Teaching framework. Increase literacy & Numeracy levels of each student in our support unit classes.
<b>Targets</b>
Increase the percentage of students achieving minimum growth in Literacy in the 2010 NAPLAN by 10%. Increase the percentage of Year 3 and 5 students in the top 3 bands across numeracy in the 2010 NAPLAN by 20%. Increase team teaching and mentoring based on the NSW Quality Teaching Model.

<b>The plan has been endorsed and approved by:</b>							
<b>Principal:</b>	<b>Mark Young</b>	<b>Date:</b>		<b>School Education Director:</b>	<b>Michael Cronk</b>	<b>Date:</b>	

Principal's initials: \_\_\_\_\_

School Education Director's Initials \_\_\_\_\_

## School Plan

### School Priority Area: Student Engagement and Retention.

#### Intended Outcomes:

1. Further increase the use of technology in teaching and learning.
2. To increase the effective use of Reading to Learn, Focus on Reading 3-6, and L3 strategies with K-6.
3. To improve the levels of attendance for those students who have frequent condoned absences and decrease the number of short suspensions.
4. Develop the capacity to expand the implementation of Positive Behaviour for Learning.

#### Target/s:

1. Evidence of effective use of IWB resources in classroom programs and teaching in all classrooms in 2011.
2. Two additional teachers trained in Reading to Learn, 1-6 staff trained in Focus on Reading & Kindergarten teachers trained in L3 pedagogy in 2011.
3. To improve attendance levels and decrease the number of short suspension by 15% and the number of long suspensions by 30% in 2011.
4. Maintain commitment to PBL through the implementation of its practices across “universal settings”.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Evidence from supervision	<p>Opportunities for collegiate approach by stages in developing smartboard strategies in staff meetings.</p> <p>1 additional interactive technology units to be in our extra classrooms in 2011.</p> <p>Investigate IWB peripheral resources for use in classes.</p>	<p style="text-align: center;">APs</p> <p style="text-align: center;">Tod Tod/Greg</p>	<p style="text-align: center;">Terms 1, 2, 3, 4</p> <p style="text-align: center;">Term 1 Term 1</p>	Global Budget
Staff trained and using pedagogy of R 2 L, Focus on Reading 3-6 & L3	<p>2 teachers to commence R2L training in 2011.</p> <p>All 1-6 staff trained in Focus on Reading.</p> <p>All Kindergarten teachers trained in L3.</p> <p>Ongoing professional learning for staff in Reading 2 Learn strategies using MPS staff.</p>	<p style="text-align: center;">Principal/Exec</p> <p style="text-align: center;">Trained R2L staff</p>	<p style="text-align: center;">Term 1 &amp; Ongoing Term 1 &amp; Ongoing Term 1 &amp; Ongoing</p>	<p>TPL &amp; Global Budget ('10/11 budget)</p> <p>PSP - \$6 000</p>

Attendance and suspension data	<p>Staff using “webattend” &amp; following up unexplained absences. Include information &amp; % infoon newsletter of partial attendance. Include partial absences on reports.</p> <p>Make staff aware of school strategies for dealing with children who have an attendance issue.</p> <p>Implement School Attendance Improvement Plan for students who need it.</p> <p>Work closely with HSLO to address specific issues.</p>	<p>Principal</p> <p>Whole School</p> <p>Principal &amp; Staff</p>	<p>Term 1 &amp; Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
Attendance and suspension data	<p>Continue implementation of student welfare/anti-bullying policy.</p> <p>Use PBL strategies to gather information who/what/where/when/why when dealing with problem behaviour.</p> <p>Professional Learning in PBL.</p> <p>Implement “Live Life Well” program in class.</p> <p>Purchase extra sporting equipment/storage for K-6 &amp; have this equipment available.</p>	<p>Whole School</p> <p>PBL Committee &amp; all staff</p> <p>PBL Committee</p> <p>Kelly &amp; Ros Roser</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1 SDD &amp; Ongoing</p> <p>Ongoing</p>	<p>Global Budget</p> <p>\$2000 from “LLL” grant</p>

**School Priority Area: Teacher Quality**

**Intended Outcomes:**

1. Strengthened teacher capacity to improve student learning outcomes through a working understanding of the Quality Teaching framework.
2. Enhanced school leadership capacity for school improvement.

**Target/s:**

- All stages to be collegially designing programs/assessment tasks in line with the NSW Quality Teaching Model.
- Executive and aspiring executive undertake leadership development in 2011.
- Continue to encourage team teaching and mentoring based on the NSW Quality Teaching Model.
- Implement DET's Leadership program.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Team planning occurs. Production of stage programming materials/ assessments in line with NSW QT Model.	Exec & staff given time for collaborative planning lessons & reflection on these lessons. Staff & stage meetings used for consistency of judgement discussions on student performance and achievement.	Executive & staff  Executive & staff	Ongoing  Ongoing	TPL (see allocation in Literacy & Numeracy) UFV
Mentoring and induction program utilised.	Implement induction booklet and induction processes. Executive negotiate their professional learning plans with Principal. Executive meet 1/semester to review & plan strategies. Principal & Exec maintain focus on QT	Executive  Principal & APs  Executive  Principal & APs	Ongoing  Term 1  Term 2 & 4  Ongoing	QT    UFV
Leadership program implemented.	Have staff complete 25 statement questionnaire. Invite staff who are interested in leadership to join executive in reviewing results from questionnaire.	Principal	Term 1	

## School Plan

### School Priority Area: Literacy

#### Intended Outcomes:

- Increased levels of literacy achievement for every mainstream student in line with State Plan targets
- Diminished gap in literacy achievement between Aboriginal students and all students
- Increase staff understanding and implementation of the Quality Teaching Framework in regards to Literacy.
- Increase innovative technology usage by staff/students.

#### Target/s:

- Increase by 10% (to 48%) the number of mainstream students achieving minimum growth in Literacy.
- Increase the number of Year 3 students in bands 4, 5 and 6 in reading in the 2011 NAPLAN by 10% (to 60%).
- Increase the number of Year 5 students in bands 6, 7 and 8 in writing in the 2011 NAPLAN by 10% (to 70%).

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Use of NAPLAN data evidenced in planning and programming.	Making NAPLAN data available for all teachers on School network. Training and skilling staff to access NAPLAN & use this data to write explicit & systematic teaching & learning programs and in the development of IEPs for targeted students. Supporting teachers to use the linking NAPLAN to the curriculum strategies in the development of class programs & IEPs. Staff complete 2010 NAPLAN test	Principal & Tod  Principal & APs	Term 4 '10  Term 1 '11	Use of UFV

Proportion of students meeting or exceeding Regional K-2 literacy benchmarks.	Establishment of K/1/2 class comprising of children with specific learning needs. SLSO employed to work with ES1 & Stage 1 students in Literacy 3.5 hours/day. ES 1 staff trained in L3 program. Early St 1 teachers implement Best Start assessment & use this as a basis for teaching & learning programs. STL teacher & supervisor compile K-2 literacy benchmark data to allow review of results. K staff trained in L3 & 1-2 staff trained in Focus on Reading 3-6.	Jenny & Liesel  Ros Roser & Jenny	Terms 2 & 4  Term 4	PSP – 0.3 staffing & \$10 000 (staff costs) \$16 500 SLSO costs
Improvement in student outcomes in Reading. Evidence of explicit and systematic teaching of reading in programs.	2 staff members are trained in Reading 2 Learn program. Implementation of Reading 2 Learn strategies at classroom level. Year 1-6 staff trained in “Focus on Reading 3-6”.	Executive	Ongoing	TPL - \$12,500 & '09/10 budget  PSP - \$3,750
Students using resources.	Appropriate K-6 literacy resources are purchased. Regular updates at staff meetings on literacy resources purchased.	Literacy Committee	Terms 1 & 2	PSP – \$4 500 CLC - \$15 000
Increase the number of children in Kindergarten, Year 1 & Year 2 exceeding the Western Region benchmark target.	Establishment of K/1/2 class comprising of children with specific learning needs. SLSO employed to work with ES1 & Stage 1 students in Literacy 3.5 hours/day.	Principal, Jenny & Liesel	Ongoing	PSP – 0.3 staffing & \$12,000 (staff costs) & \$9,500 (SLSO costs)
Improved Year 3 & 5 Reading NAPLAN results.	Year 1-6 staff trained in “Focus on Reading 3-6”. Resources purchased, with a focus on stages 2 and 3.	Principal & APs.	Term 1, 2, 3 & 4	TPL - 18 casual days over 2 terms @ \$315/day = \$5,700 PSP - \$6 000

## School Plan

### School Priority Area: Numeracy

#### Intended Outcomes:

- Raise the Numeracy standards of all mainstream students to Western Region level or above.
- Reduce the number of students not attaining the National minimum standard in Numeracy.
- Increase the number of students achieving at proficient levels in Numeracy.
- Increase staff understanding and implementation of the Quality Teaching Framework in regards to Numeracy.
- Increase innovative technology usage by staff/students.

#### Target/s:

- Decrease the number of Year 3 students in the bottom 2 bands and Year 5 students in the bottom 2 bands across numeracy in the 2010 NAPLAN by 15%.
- Increase the number of Year 3 and 5 students in the top 3 bands across numeracy in the 2011 NAPLAN by 15%.
- A 20% increase in the number of Aboriginal students in the top 2 bands across numeracy in the 2011 NAPLAN.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Teachers continue to develop their working knowledge of the LFIN continuum. Teaching/Learning programs driven by LFIN. Children monitored & tracked against LFIN.	Staff meetings organised to strengthen staff's knowledge & understanding of Learning Framework in Number (LFIN) as well as their ability to fully utilise "Go Maths".	Exec & "Go Maths" consultant	Terms 1, 2, 3 & 4	
A record of the school's resources for teaching Numeracy is compiled.	Audit/stock take of school resources for Numeracy & purchase of required "Go Maths" resources.	Mel Pol & casual with Exec  Stage Teams	Term 4 Wk 9 & 10 2010  Term 1 & 2 2011	7 UFV days

Use of NAPLAN evidenced in planning and programming	Making NAPLAN data available for all teachers on School network. Training and skilling staff to access NAPLAN Strengthen supervision processes of IEP for targeted students	Principal & Executive	Term 1 Terms 2, 3 & 4 Terms 2, 3 & 4	
Increase the number of children in Kindergarten, Year 1 & Year 2 exceeding the LFIN target.	Establishment of K/1/2 class comprising of children with specific learning needs. SLSO employed to work with ES1 & Stage 1 students in Numeracy 3.5 hours/day.	Principal, Jenny & Liesel	Terms 1, 2, 3 & 4	PSP – 0.3 staffing & \$10,000 (staff costs) & \$16,500 (SLSO costs)
Improved Year 3 & 5 Numeracy NAPLAN results.	K-6 staff engage in LFIN through targeted staff meetings. Purchase of appropriate resources, targeting stages 2 and 3.	Staff  Maths committee	Terms 1, 2, 3 & 4	PSP - \$6 000