

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



WINGHAM BRUSH PUBLIC SCHOOL

SCHOOL PLAN

2009 - 2011

School Plan for 2009-2011

School context

Wingham is a rural diverse and highly productive area in the Mid North Coast of New South Wales, with a population of approximately 4,000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoirs. There is also an environmentally sensitive area attached to our school called Wingham Brush – a small pocket of Rainforest with attractive boardwalks which is also home to a large colony of Grey bats. Within the school grounds there is an Environmental Education Centre which can be used by other schools when visiting the very popular Wingham Brush environmental Area.

The town is situated 12km west of Taree. It has many heritage buildings and historic events.

Wingham's workforce is employed by businesses and industries within Wingham and in its nearby major towns such as Taree and Forster. Local businesses such as the abattoir, rural produce and supply stores, local builders, engineering works, hospital, schools and general stores are the main sources of employment. Many parents also are employed in Taree and Forster and commute daily. Many parents are shift workers. Wingham is developing a tourist industry through places like Wingham Brush, Tellers Restaurant and its many historic buildings.

The school caters for all students, from those with outstanding skills and talents to those who need extra support and assistance. There are a number of students with integration funding and the school relies on a number of community members to work as teacher's aides to ensure the success of these programs.

Parental and community involvement is encouraged and prevalent within the school. Wingham Brush Public School strives to provide the best educational opportunities for each and every student so that they achieve their full potential and have positive feelings of self and community worth.

Priority Areas (3 year horizon)

The school's long-term strategic directions are to:

1. To improve literacy outcomes for all students.
2. To improve numeracy outcomes for all students.
3. To diminish the gap in literacy and numeracy between Aboriginal students and all students.
4. To enhance student engagement through Quality Teaching.
5. To develop skills and knowledge in the use of connected learning for all staff and to improve student engagement.
6. Improve teacher effectiveness as Key Learning Area (KLA) Coordinators, Committee coordinators.
7. Plan school development day activities, which address professional learning and school improvement relating to priorities, targets and KLA curriculum outcomes.
8. Sustain an environment where teachers, students, and the learning community cooperate to provide quality educational outcomes for students.
9. Implement strategies, which engage and develop students who display individual giftedness and talent.
10. Ensure a well informed school community through meetings, P&C, newsletters, which update parents about significant programs and initiatives across the school. Priority areas are literacy and numeracy strategies, quality teaching, health and fitness, gifted and talented education, Aboriginal education and attendance.
11. Implement strategies which elevate expectations, address core values and social needs and set high expectations for achievement for every student.
12. Develop and implement literacy and numeracy strategies with a focus on all students including achievement by Aboriginal students.

Intended Outcomes (Summary)

The school's short-term strategic goals (in summary) for 2010 are to:

1. Improve student performance in Literacy

- For all students to achieve minimum growth standards in literacy
- For NAP results to show 70% of students achieving spelling growth equal or above expected rate/state level.

2. Improve student performance in Numeracy

- Achieve numeracy growth equal or greater than the state through a focus on basic skills utilizing mental and written computation strategies in operations
- Students improve understanding and achievement in fractions and decimals and 2D shapes

3. Enhance student engagement

- Talented students to be targeted and given opportunities to maximise their abilities.
- For targeted students to exceed the state average for literacy and numeracy
- To maximize positive behaviours within the school student body

4. Diminish gap in literacy achievement between Aboriginal students and all students

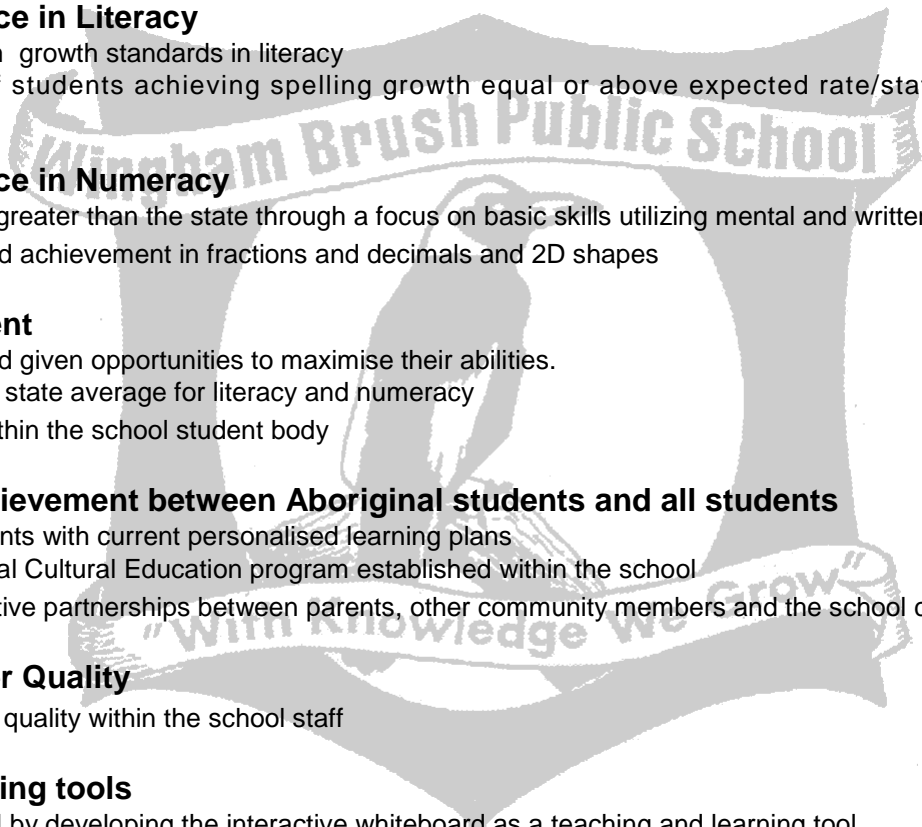
- To have a 100% of Aboriginal students with current personalised learning plans
- To have a well established Aboriginal Cultural Education program established within the school
- To develop structures to support active partnerships between parents, other community members and the school community

5. Develop Teacher and Leader Quality

- To enhance leadership and teacher quality within the school staff

6. Expand the use of ICT learning tools

- Maintain the ICT focus of the school by developing the interactive whiteboard as a teaching and learning tool
- Increase in the use of interactive technologies for professional learning by teaching staff to enhance learning outcomes



Targets

Detailed targets are listed in the Priority Area sections of the School Plan.

The plan has been endorsed and approved by:

Principal:

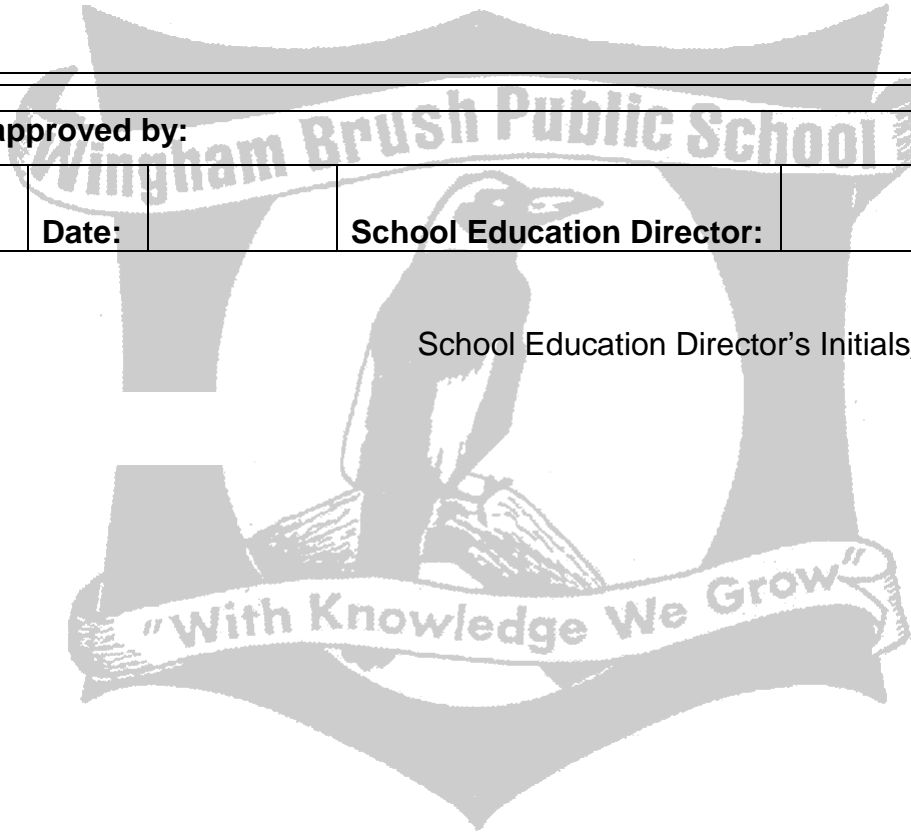
Date:

School Education Director:

Date:

Principal's initials: _____

School Education Director's Initials _____





Quality Teaching Framework

Dimension 1:

Intellectual Quality

- 1.1 Deep knowledge
- 1.2 Deep understanding
- 1.3 Problematic knowledge
- 1.4 Higher-order thinking
- 1.5 Metalanguage
- 1.6 Substantive communication

Dimension 2

Quality Learning

- 2.1 Explicit quality criteria
- 2.2 Engagement
- 2.3 High expectations
- 2.4 Social support
- 2.5 Students' self-regulation
- 2.6 Student direction

Dimension 3

Significance

- 3.1 Background knowledge
- 3.2 Cultural knowledge
- 3.3 Knowledge integration
- 3.4 Inclusivity
- 3.5 Connectedness
- 3.6 Narrative

Reforms in Low SES School Communities National Partnership

Reform 1:

Incentives to attract high-performing principals and teachers

Reform 2:

Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Reform 3:

School operational arrangements that encourage innovation and tailoring learning opportunities

Reform 4:

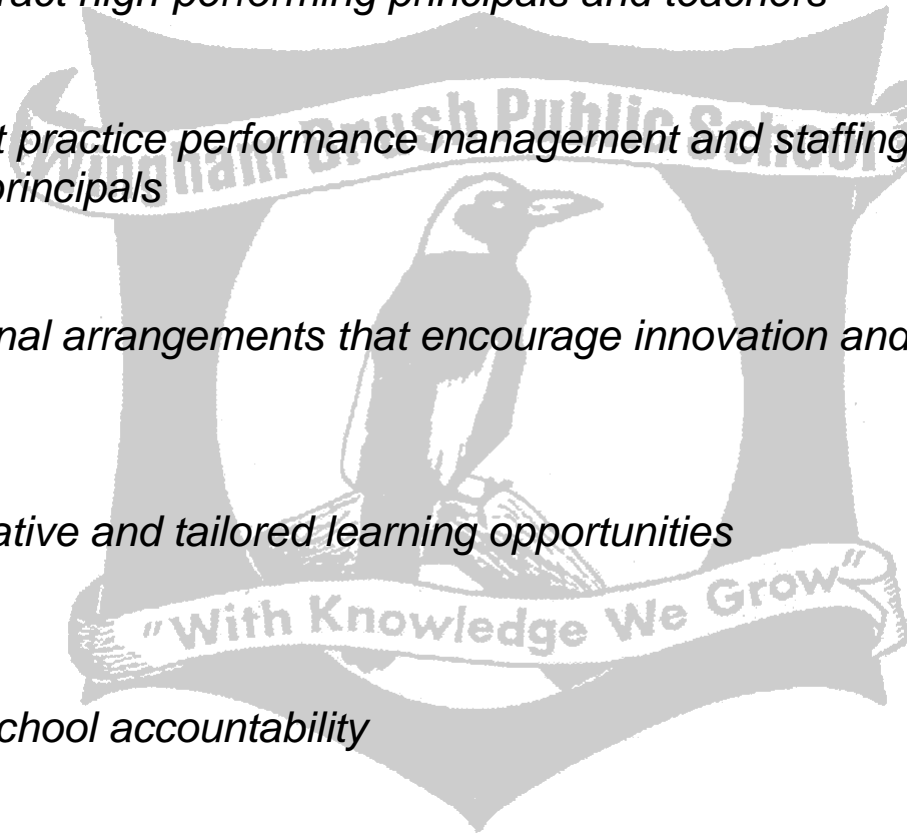
Providing innovative and tailored learning opportunities

Reform 5:

Strengthening school accountability

Reform 6:

External partnerships with parents, other schools, businesses and communities and the provision of access to extended services



North Coast Region Priority Area: Literacy

Outcomes						
<ul style="list-style-type: none"> To improve and develop student's understandings, skills and knowledge in literacy To enhance the teaching of writing, spelling and reading 						
Targets						
<ul style="list-style-type: none"> For all students to achieve minimum growth standards in literacy For NAPLAN results to show 70% of students achieving spelling growth equal or above expected rate/state level. 						
Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
<p>Our success will be measured by:</p> <ul style="list-style-type: none"> Students participating in a wide range of writing and spelling events; The amount of opportunity for students and school to celebrate success in writing and spelling Improved student performance in criterion based spelling tests Improved spelling results in NAP and school data collection National assessment indicating 70% of students equal to or above expected growth; Evidence of T/L programs including QT strategies for developing deep understanding as evidenced through Tars process; Staff collaboratively identify changes in their teaching practice that contribute to increase in student engagement; Elements of AL evident in classroom programs and practice Staff identify and apply changes in teaching practises that contribute to increased achievement levels of student learning outcomes 	Strategies to achieve this target include:	09	10	11	1.All staff responsible for testing in appropriate terms 2.Executive develop marking criteria using NAPLAN as a guide 3.Executive collaboratively plan and oversee implementation of lesson study sessions in stages 4.Executive investigate resources available to support literacy Whole staff 5.Executive staff 6.Staff to attend courses 7. Staff to attend Smart Data Training 8. Peter Clifton identified computer coach	1.N/A 2.N/A 3.TPL School/ Global 4.Cars/Stars Approx \$2000 Low SES 5.N/A 6.AL course attendance approx \$30000 Low SES 7.Low SES approx. \$3000 8.Staffing Allocation
	1.Establishment of ability level of all students through generic writing and spelling assessment in terms 1 and 4 R4	X	X	X		
	2.Development of general marking criteria for analysis of writing skills R4	X				
	3.Collaboration and training in each stage to develop joint explicit teaching criteria and best practice strategies for spelling, reading and writing utilizing the lesson study model R1, R4	X	X	X		
	4.Investigation of resources that support explicit teaching practices i.e. CARS / STARS R3		X	X		
	5.Investigation of spelling strategies to formalise the teaching of spelling across the school R3, R4	X	X	X		
	6.Staff participate in Accelerated Literacy training and implement AL Strategies R1		X	X		
	7.Utilize specific teaching strategies in literacy as identified through 2010 NAPLAN data analysis R1,R5	X	X	X		
8.Greater use of interactive technology to enhance literacy skills through interaction with a technology coach R3,R4, R6		X	X			

North Coast Region Priority Area: Numeracy

Outcomes

- To enhance the teaching of numeracy.
- To support all students with numeracy needs.
- Improved competency for all students, in the strands of space, fractions and decimals

Targets

- Achieve numeracy growth equal or greater than the state through a focus on basic skills utilizing mental and written computation strategies in operations
- Students improve understanding and achievement in fractions and decimals and 2D shapes

Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
		09	10	11		
Our success will be measured by:	Strategies to achieve this target include:					
<ul style="list-style-type: none"> • Improvement in speed and accuracy as indicated by assessments K-6; • Improved performance in the 2010 NAP test results in questions related to the following outcomes: <ul style="list-style-type: none"> • WM3.2 • NS 1.3, NS2.3, NS3.3 • NS1.4, NS2.4, NS3.4 • SG2.2, SG3.2 • Improvement in fractions and decimals as reflected by school and NAPLAN data analysis 	1.Explicit teaching of numeracy skills focusing on interpreting number problems ie interpreting the metalanguage of maths(Newman's analysis) R3,R4 2.Explicit teaching of the numeration skills of working with fractions and decimals and number problems using the lesson study model R3,R4 3.Ensuring adequate resources are available for teacher use to support the teaching of our focus areas R3 4. ITC enhancement in numeracy through NCR inservice programs and through the use of a in school computer coach R2 5.Continuation of online "Mathletics" to support maths skills with further training in using the program to its potential R4,R5 6.Ongoing support and training for the implementation of Best Start R1 7. Investigation and examination of whole-school intervention strategies to identifying students at risk i.e. QUICKSMART R1,R2	X	X	X	1.Executive responsible for reinforcing Newman's analysis at stage level 2. Executive responsible for reinforcing Newman's analysis at stage level 3.Maths committee 4.NCR course: ITC to enhance the teaching of numeracy 5.Computer coordinator 6.Regional staff 7.Executive and staff	1.N/A 2.N/A 3.Global Budget \$1000 4.Approx \$5000 Low SES. In school coach \$15000 Low SES 5.Global Budget \$2800 6.Global approx \$2000 7.Quicksmart approx \$20000 Low SES

North Coast Region Priority Area: Student Engagement

Outcomes

- Broader curriculum options and flexible learning opportunities across Communities of Schools, catering for the needs of all students
- QT programs and integration of assessment to enhance student learning is reflected in daily practice.

Targets

- Talented students to be targeted and given opportunities to maximise their abilities.
- For targeted students to exceed the state average for literacy and numeracy
- To maximize positive behaviours within the school student body

Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
		09	10	11		
Our success will be measured by:	Strategies to achieve this target include:					
<ul style="list-style-type: none"> • Targeted students achieving in their identified field of talent as indicated through NAPLAN results and external competitions • Targeted students feeling more challenged by the curriculum • Teachers programs reflecting the need to accommodate for gifted and talented students through differentiating the curriculum • Targeted students participation and success in external competitions • Outcomes achieved through Community of Schools participation • Teachers participating in arts and sports-based workshops indicating increased opportunities for students • Reduced “time out” participation as indicated through school data • Socially acceptable behaviours are displayed by students toward each other and staff. • Students participating in leadership roles 	1. Identification and formation of talented students through NAPLAN results and school based testing R5 2. Staff attend workshops for differentiating the curriculum for gifted and talented students R1,R2 3. Participation in external competitions R6 4. Employment of extra SAS time to better monitor student absence R3,R2 5. Investigation/analysis of QT framework into teaching and learning practice R1,R5 6. Staff attend workshops for strengthening their teaching capabilities in key art forms such as dance, music, drama, visual arts, public speaking, debating and sports training R1,R4 7. Implementation of Aussie Fair Rules as part of our Positive Behaviour Program R6 8. Provide leadership opportunities for senior students R3,R4 9. Implement seasons as a grief and loss program R3,R4 10. Continue Rock and Water program R3,R4	X	X	X	1. All teachers responsible for identification of gifted and talented students 2. NCR 3. Executive and principal responsible for identification of external competitions and programs 4. Principal 5. Executive and staff 6. Staff and exec 7. External agencies and District staff 8. Welfare committee 9. TPL External Agencies	1. N/A 2. Approx \$2500 TPL 3. Parent cost 4. \$23000 per annum Low SES 5. Global 6. Approx \$3000 TPL 7. Apprx \$3000 Global 8. N/A 9. Approx \$2300 Global

North Coast Region Priority Area: Aboriginal Education

Outcomes

- Diminish gap in literacy and numeracy achievement between Aboriginal and all students
- To increase awareness and understanding of Indigenous Australians, their heritage and culture

Targets

- To have a 100% of Aboriginal students with current personalised learning plans
- To have a well established Aboriginal Cultural Education program established within the school
- To develop structures to support active partnerships between parents, other community members and the school

Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
		09	10	11		
Our success will be measured by:	Strategies to achieve this target include:					
<ul style="list-style-type: none"> • Growth rates for Aboriginal students closer to or above state average 	1. Build on positive relationship with the local Aboriginal community. R4,R6	X	X	X	1. All teachers responsible.	1.N/A
<ul style="list-style-type: none"> • Aboriginal students are continued to be represented in leadership roles in the school. 	2.Culturally appropriate learning materials are used to promote learning programs and student learning. R3,R4,R6	X	X	X	2. All teachers responsible.	2.N/A
<ul style="list-style-type: none"> • Meaningful engagement with the local Aboriginal community. 	3.Classroom teachers develop and implement PLP's for Aboriginal students and maintain them over time. R3,R4,R5,R6	X	X	X	3.All teachers responsible for construction and maintenance of PLP's for aboriginal students	3. Approx \$2500 Low SES
<ul style="list-style-type: none"> • All children are annually involved in Aboriginal cultural days and have a growing understanding of local Aboriginal culture. 	4. The school participates in the celebration of significant Aboriginal cultural events. R1,R3,R6	X	X	X	4.Aboriginal Education Contact member and local Aboriginal members	4.approx \$1000 Low SES
<ul style="list-style-type: none"> • 100% personalised learning plans developed have the active engagement of parents 	5. Develop mentors within the school through attendance at NCR courses to assist and lead other staff in Aboriginal Education R1,R3	X	X	X	5.Executive	5.NCR ACEP training TPL Approx \$1000
	6. Employ an AEA for the Low SES schools in the area R2,R6		X	X	6.COW's initiative	6.Approx \$10000 per school Global
	7.Literacy/numeracy tutor program for all Aboriginal students focusing on areas of weakness R4		X	X	7.Exec	7.Approx \$8000 Low SES
	8. AECG conduct a Dare To Lead snapshot R5,R6		X		8.COW's initiative	8.Approx \$5000

North Coast Region Priority Area: Teacher and Leader quality

Outcomes

- Develop a sense of school community spirit and pride
- Enhance school leadership capacity for school improvement

Targets

- To enhance leadership and teacher quality within the school staff

Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
		09	10	11		
Our success will be measured by:	Strategies to achieve this target include:					
<ul style="list-style-type: none"> • Team approach to school plans and projects evident through TARS schedule • Whole school practices evident in the daily life of the school • Stronger connections between all school leaders and the Aboriginal community • Teachers more effective in utilizing technology to enhance learning outcomes • Increase in staff taking leadership roles within the school • Increased use of Smart data 	1. Provide leadership opportunities for staff and students via school roles and T and D R1,R2 2. Student leaders given opportunities to attend leadership conferences and community of schools initiatives. R6 3. Supervisors work with interested and skilled staff to develop leadership roles R1 4. Executive attend Team Leadership for School Improvement course R1,R2 5. Surveying Aboriginal students, their families and community members to ascertain their perspectives on school's initiatives in Aboriginal Ed R5,R6 6. Utilizing staff with expertise in specific areas to take roles of Quality Teaching mentors R2,R3 7. Attendance at Accelerated Literacy TPL activities and implementation into teaching and learning cycle R1,R3,R4 8. Attendance of staff at Smart data analysis training R1,R4,R5	X	X	X	1. T and D committee 2. Student Welfare Committee 3. Executive Teachers responsible for more contact with parents 4. Executive 5. Executive 6. Principal and executive responsible for encouraging participation in leadership activities and courses 7. Executive 8. T and D committee	1. School funds 2. Approx \$400 Global Budget 3. TPL 4. NCR course Approx \$18000 Low SES 5. N/A 6. TPL/Low SES 7. Approx \$30000 Low SES 8. Approx \$450 per person Low SES

North Coast Region Priority Area: Connected Learning

Outcomes

- Expand the use of ICT learning tools, interactive technologies and ICT based curriculum resources in quality teaching and learning activities
- ICT is embedded as a tool within the teaching and learning cycle to enhance student learning outcomes

Targets

- Maintain the ICT focus of the school by developing the interactive whiteboard as a teaching and learning tool
- Increase in the use of interactive technologies for professional learning by teaching staff to enhance learning outcomes

Indicators	Implementation Strategies	Time Frame			Responsibility	Funding Sources
		09	10	11		
<p>Our success will be measured by:</p> <ul style="list-style-type: none"> • Evidence of more teacher and learning activities incorporating ICT that are engaged and motivate students to learn • Students access to and capacity to use ICT are improved. • Smartboards are being integrated across Key Learning Areas to enhance the teaching and learning cycle • Teachers continually sharing lessons and functions available that can enhance students' education • Evidence of teachers attending accredited courses focussing on the use of interactive technologies 	<p>Strategies to achieve this target include:</p> <ol style="list-style-type: none"> 1.Established computer rooms and identified classrooms for whiteboard inclusion to enhance teaching and learning cycle R1,R3 2. Participate in professional learning in innovative teaching practice using technology. R1,R4 3.Encourage the use of web page and intranet for teaching and learning by providing regular opportunities to share expertise amongst staff R3 4.Acquisition of additional ICT equipment to enhance literacy and numeracy R1,R3 5. School intranet site maintained by librarian and accessible by staff and students. R3 6.A technology coach appointed to assist in using interactive technology within the school R2,R3,R4 7.Investigation and implementation of cabling or wireless technology to allow increased access to the school and external network R3 	X	X	X	<ol style="list-style-type: none"> 1.Computer coordinators and Principal 2.T and D committee Principal and computer coordinator 3.Executive(stage meetings, staff meetings) Teachers responsible for integrating technology into teaching cycle 4.Computer coordinator 5. Computer coordinator responsible for maintenance of web site 6.Principal 7.Computer coordinator, Principal 	<ol style="list-style-type: none"> 1.Tied grant 2.TPL <i>NCR</i> Connected learning course – basic and advanced interactive whiteboard T1,T2,T3 approx \$5000 3.N/A 4. Tied grant and Low SES Approx \$43000 5.Tied grant 6.Approx \$15000 Staffing Allocation 7.Tied grant, cabling approx \$20-50000 Low SES



Wingham Brush Public School - RESPECT is the key to SUCCESS