



WINGHAM BRUSH PUBLIC SCHOOL

SCHOOL PLAN

2009 - 2011

The school crest is a shield-shaped emblem. At the top, a banner reads "Wingham Brush Public School". In the center, there is a stylized illustration of a person, possibly a student or teacher, holding a book. At the bottom, another banner reads "With Knowledge We Grow".

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 2011 are to:

1. Improve student performance in Literacy

- To increase the number of Year 3 students in the top 2 skill bands of NAPLAN-Reading from 24% in 2010 to 33% by November 2011 and Year 5 from 19% to 28% by November 2011
- To raise scaled growth in Grammar and Punctuation from below the state average to equal or greater than the state average by 2011

2. Improve student performance in Numeracy

- To raise scaled numeracy growth from below the state average to equal or greater than the state average by 2011
- To increase the number of Year 5 students in the top 2 skill bands of NAPLAN-Numeracy from 12% in 2010 to 25% by November 2011

3. Enhance student engagement

- **2011:** Staff attend professional development on PBL. School environment is assessed and the process is commenced
- **2012:** WBPS reports that PBL has improved students' well being, engagement and responsibility

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

5. Develop Teacher and Leader Quality

- To enhance leadership and teacher quality within the school staff

6. Expand the use of ICT learning tools

- 100% of teaching staff are using electronic whiteboards to support and enhance teaching and learning programs
- To increase access to digital education resources for learning, teaching and teacher professional development
- Enhanced links with schools on the Community of Wingham Schools (COWS)

Targets

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

The plan has been endorsed and approved by:

Principal:

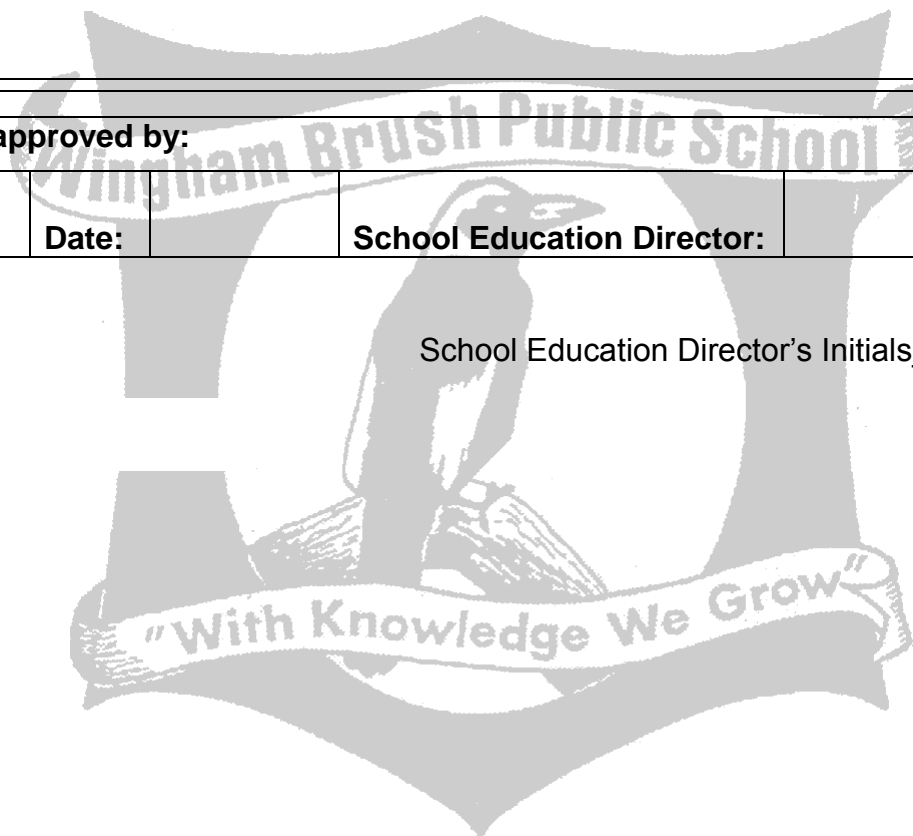
Date:

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:

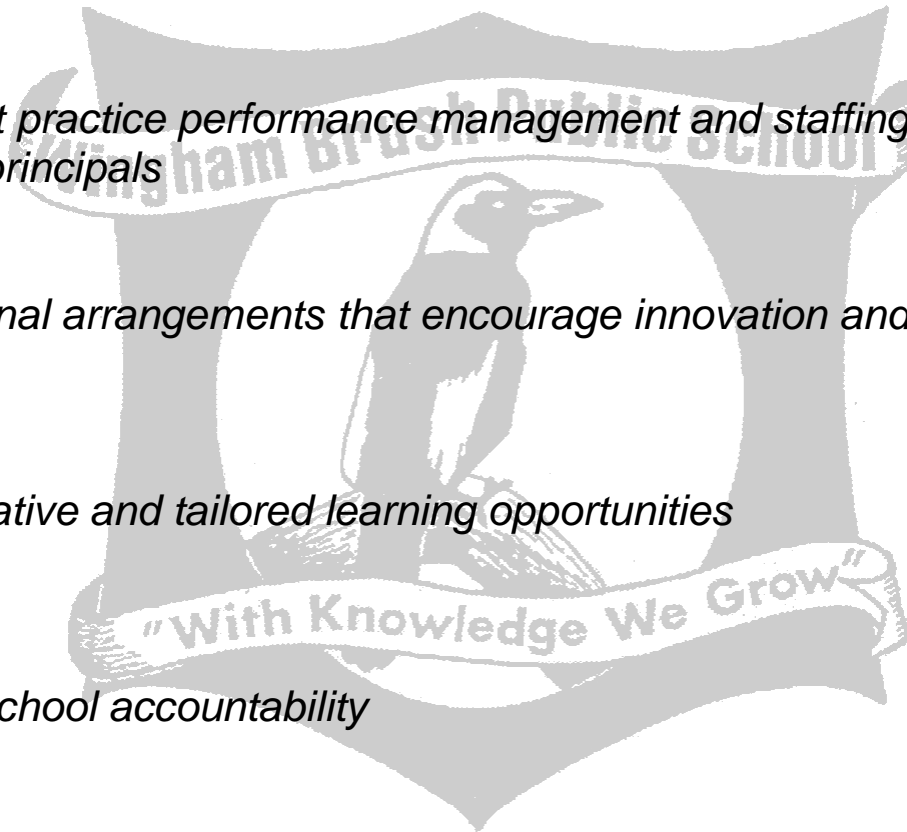
Providing innovative and tailored learning opportunities

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

- To improve and develop student's understandings, skills and knowledge in literacy
- To enhance the teaching of writing, reading, grammar and punctuation

Targets

- To increase the number of Year 3 students in the top 2 skill bands of NAPLAN-Reading from 24% in 2010 to 33% by November 2011 and Year 5 from 19% to 28% by November 2011
- To raise scaled growth in Grammar and Punctuation from below the state average to equal or greater than the state average by 2011

Indicators	Implementation Strategies		Time Frame			Responsibility	Funding Sources
			09	10	11		
All student ability level assessed in persuasive texts and spelling	Establishment of ability level of all students through generic writing (persuasive text) and spelling assessment in terms 1 and 4	R4	x	x	x	All staff responsible for testing in appropriate terms	N/A
Generic marking criteria (Persuasive Texts) created and used by stage teams to assess student performance.	Development of general marking criteria for analysis of writing skills (Persuasive text)	R4	x	x	x	Executive develop marking criteria using NAPLAN as a guide	N/A
Improved performance in NAPLAN and school data collection	Collaboration and training in stages to develop joint explicit teaching criteria and best practice strategies for spelling, reading and writing utilizing the lesson study model -	R4	x	x	x	Executive	LOW SES \$1945
Elements of "Focus on Reading" (Comprehension) evident in classroom programs and practice	Yr 3-6 Staff participate in "Focus on Reading Training activities"	R1		x	x	WBPS teaching staff	'Focus on Reading' course \$20000 Low SES
Resources used to identify specific comprehension need and strategies to address	Purchase of resources that support explicit teaching practices relating to 'Best Start and Focus on Reading'	R3		x	x	Executive investigate and purchase resources available to support literacy	Approx \$8000 Low SES
Teaching and Learning programs and classroom practice evidence targeted use of teaching strategies	Utilize specific teaching strategies in literacy as identified through 2010 NAPLAN data analysis	R1 R5	x	x	x	Staff to attend Smart Data Training	TPL
Staff usage of ITC evident in literacy lessons and programming	Greater use of interactive technology to enhance literacy skills through interaction with a technology coach.	R3 R4 R6		x	x	ICT coach	Staffing Allocation
Yr 2-6 program of intensive support for NAPLAN preparation e.g practice material, language and style of testing.	Investigation and implementation of specific strategies to support all student in demonstrating their knowledge in NAPLAN in Literacy	R1 R5			x	Executive team	Global \$1000

North Coast Region Priority Area: Numeracy

Outcomes

- To enhance the teaching of numeracy.
- To support all students with numeracy needs.

Targets

- To raise scaled numeracy growth from below the state average to equal or greater than the state average by 2011
- To increase the number of Year 5 students in the top 2 skill bands of NAPLAN-Numeracy from 12% in 2010 to 25% by November 2011

Indicators	Implementation Strategies		Time Frame			Responsibility	Funding Sources
			09	10	11		
Improved performance in the 2011 NAPLAN results in questions related to the following outcomes: NS2.3, NS3.3, NS1.4, NS2.4, NS3.4 SGS1.2, SGS2.2, SGS3.2, SGS2.2a MS2.5	Explicit teaching of numeracy skills focusing on interpreting number problems i.e. interpreting the metalanguage of maths(Newman's analysis)	R3 R4	X	X	X	Executive responsible for reinforcing Newman's analysis at stage level	N/A
Teaching and Learning programs and classroom practice evidence targeted use of teaching strategies as defined I school plan	Explicit teaching of the numeration skills of working with Space and Geometry, Measurement and number problems using <u>the lesson study model</u>	R4	X	X	X	All staff Regional Consult support	LOW SES \$2000
Resources in place to address targeted areas of need.	Ensuring adequate resources are available for teacher use to support the teaching of focus areas	R3	X	X	X	Maths committee	Global Budget \$1000 LOW SES \$4200
Staff usage of ITC evident in numeracy lessons	ITC enhancement in numeracy through the use of an in school computer coach	R2		X	X	ICT Coach	Staffing allocation
Improvement in basic skills through TENS implementation K-2 assessed through school based testing	Ongoing support and training for the implementation of the TEN (Targeting Early Numeracy) program.	R4 R5		X	X	Regional Staff	Global Budget \$1000
PLPs developed and individual learning programs evident	Students who achieved in the 2 lower skills bands targeted and PLP's created to support individualised learning needs.	R4		X	X	Teachers and STLA	Staffing Allocation
Yr 2-6 program of intensive support for NAPLAN preparation eg practice material, language and style of testing.	Investigation and implementation of specific strategies to support all student in demonstrating their knowledge in NAPLAN in Numeracy	R1 R5			X	Executive team	Global \$1000

North Coast Region Priority Area: Student Engagement

Outcomes:

- All schools in the learning community are implementing Positive Behaviour for Learning in identified aspects of their school environments.

Target:

- 2011:** Staff attend professional development on PBL. School environment is assessed and the process is commenced.
- 2012:** WBPS reports that PBL has improved students' well being, engagement and responsibility

Indicators	Implementation Strategies		Time Frame			Responsibility	Funding Sources
			09	10	11		
Increased understanding of the role of the PBL program at WBPS. Role statement established and used to refine project focus	PBL leader, team is formed and coach appointed. PBL Coach role statement determined and utilised each term to re-focus project.	R3			X	School Team Regional Consult.	
Formation of PBL teams in schools	Other staff members introduced to PBL through school professional learning.	R4			X	School Team + Coach	\$11,000 Low SES
PBL Mentor role established (with role statement)	Establishment of PBL / Welfare Leader within the school (Total staffing allocation of .5)	R5			X	School Team + coach	\$50,000 LOW SES/School Staffing Allocation
School assessment reports have been successfully undertaken.	Environments are assessed in line with PBL guidelines.	R6			X	School Team + coach	
PBL operating successfully at WBPS schools Improvements evident in behaviour and academic progress as a result of PBL.	The process is commenced at Wingham Brush Public School	R5			X	School Team + coach	
Band 5/6 (Yr3) and 7/8 (Yr5) have PLPs in place for identified areas of expertise	Students achieving in top 2 skill bands for Writing and Numeracy identified and PLPs created to support learning opportunity	R5	X	X	X	All teachers responsible /STLA	
.4 additional SAO employed	Employ (SAO) to support increased administration load surrounding LOW SES projects	R2		X	X	Principal SAM	\$20000 LOW SES
All Stage 3 girls have participated and demonstrate good, healthy decision making.	Enhancing Self esteem for Stage 3 Girls	R1 R2	X		X	Student Welfare Team	\$2500 Global / Student Cont
Identified students participate regular in GAT's style activities as part of the Wingham School regular timetable	Identified Stage 3 student attend Wingham High School on a timetabled /regular basis with other students from Community of Wingham Schools (COWS) to participate in GATs style activities relating to their areas of strength	R4			X	Principal Stage 3 Team	\$5000 LOW SES

North Coast Region Priority Area: Aboriginal Education

Outcomes

- Diminish gap in literacy and numeracy achievement between Aboriginal and all students
- The school has an inclusive school environment that encourages and supports productive partnerships with the local Aboriginal community

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		
Meaningful engagement with the local Aboriginal community through established school aboriginal education committee	Build on positive relationship with the local Aboriginal community. Through establishment of a school aboriginal education committee	R6	X	X	X	Executive Staff, CRTs, parents, community members	LOW SES \$2000
Culturally appropriate materials support of Aboriginal Educational perspectives in teacher programs	Culturally appropriate materials are used to promote learning programs. AECG approved / endorsed	R3 R4 R6	X	X	X	All teachers responsible. AECG Reference	N/A
100% personalised learning plans developed have the active engagement of parents	Classroom teachers develop and implement PLP's for Aboriginal students and maintain them over time.	R3 R4	X	X	X	All teachers responsible Executive	Approx \$2000 Low SES
All children are involved in Aboriginal cultural days and have a growing understanding of Aboriginal culture.	The school participates in the celebration of significant Aboriginal cultural events.	R1 R3 R6	X	X	X	Executive School Aboriginal Committee	
Mentors lead staff meetings to assist in the implementation of Aboriginal Education	Develop mentors within the school through attendance at NCR courses to assist and lead other staff in Aboriginal Education. Participation in ACEP training or similar	R1 R3		X	X	Executive Mentors Regional Staff	NCR ACEP training TPL Approx \$1000 per staff member
All aboriginal students participate in tutor program	Literacy/numeracy tutor program for all Aboriginal students focusing on areas of weakness	R4		X	X	Executive Aboriginal Literacy Tutor employed	Approx \$4000 Low SES
Snapshot conducted with results informing school policy and practice	AECG or similar to conduct a Dare To Lead snapshot	R5 R6		X	X	COW's initiative	LOW SES Approx \$4000 for WBPS

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		
Identified areas of need addressed through planned/structured use of available time evidenced by documentation relating to lesson study and T/L programs	Timetabled stage planning/meeting time of .5 day per fortnight to allow for strategic planning K-6 to address areas of identified need incorporating the Lesson Study Model and regional support	R1 R3 R5		X	X	Principal / Executive Staff / CRTs/support staff/Regional personnel	LOW SES \$75000 3 x.2 staffing + 1x.1 staffing
Teachers attending courses and lead staff through gained knowledge	Provide leadership opportunities for staff and students via school roles and TPL	R1 R2	X	X	X	TPL Committee	Global TPL funds
Student leaders display confidence and initiative in their capacity as school leaders	Student leaders given opportunities to attend leadership conferences and community of schools initiatives.	R6	X	X	X	Student Welfare Committee	Approx \$400 Global Budget
Increase in staff taking leadership roles within the school	Supervisors work with interested and skilled staff to develop leadership roles	R1	X	X	X	Executive / Stage teams	TPL
Team approach to school plans and projects resulting in greater ownership and improved Literacy/Numeracy results as per Lit/Num Targets – TARS/EARS	Team Leadership for School Improvement implementation incorporating aspects of the NSW DET Analytical Framework	R1 R2		X	X	Executive	Low SES Approx \$3000
Staff attend all CLN meetings and activities	Executive Staff attend and participate in Collegial Leadership Network Meetings and activities	R1 R2 R5		X	X	Principal / Executive	Regional funds / TPL .5 day per Term
Increased use of Smart data by all teachers to inform planning / teaching	Attendance of staff at in-school Smart data analysis training	R1 R4 R5	X	X	X	TPL committee	N/A
Enhanced Quality Teaching evident in classroom practice	6 staff Teachers attend QT Conference at Coffs Harbour	R2 R3		X	X	TPL committee	TPL \$7500

North Coast Region Priority Area: Connected Learning

Outcomes

- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning

Targets

- 100% of teaching staff are using electronic whiteboards to support and enhance teaching and learning programs
- To increase access to digital education resources for learning, teaching and teacher professional development
- Enhanced links with schools on the Community of Wingham Schools (COWS)

Indicators	Implementation Strategies		Time Frame			Responsibility	Funding Sources
			09	10	11		
Evidence of more teacher and learning activities incorporating ICT that are engaging and motivate students to learn	Continuation of IWB installation in 5 remaining classrooms (via procurement processes and AMU to ensure safe and secure installation)	R1 R3	X	X	X	Computer coordinators and Principal	Low SES \$55000
Evidence of teachers attending accredited courses focusing on the use of interactive technologies and incorporating them into classroom practice	Participate in professional learning in innovative teaching practice using technology.	R1 R4	X	X	X	TPL committee Principal and computer coordinator	
Teachers continually sharing lessons and functions available that can enhance students' education	Encourage the use of web page and intranet for teaching and learning by providing regular opportunities to share expertise amongst staff	R3	X	X	X	Executive (stage meetings, staff meetings) Teachers	Tied Computer Grant
Students access to and capacity to use ICT are improved.	School intranet site maintained by librarian and accessible by staff and students.	R3		X	X	Computer coordinator responsible for maintenance of web site	Tied Computer Grant
Teachers given instruction on effective use of interactive whiteboards in teaching and learning cycle.	Continuation of the technology coach to assist in using interactive technology within the school	R2 R3 R4	X	X	X	Principal	1 day per week School Staffing Allocation
ICT mentor role clearly established and providing focused support to staff	Role statement for Technology coach defined and referred to during annual TARS process to ensure clear direction for all participating.	R2 R3 R4			X	Principal and ITC Mentor	