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| WINGHAM BRUSH PS SCHOOL PLAN 2013 -2015 | | |
| 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. | | |
| SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S | |
| Literacy  Numeracy  Aboriginal Education  Preparation for the Australian Curriculum  Technology | * Student performance in writing equals or exceeds state growth. * Performance trend data shows upward trending for years 3 and year 5. * Greater participation of parents and carers of Aboriginal students in student learning. * Staff and community understand the requirements of the NSW syllabuses for the implementation of the Australian Curriculum. * Staff and students continue to utilise technology as an effective learning tool. | |
| TARGET/S 2013 | | |
| 1. Increase the percentage of year 3 students in bands 5 & 6 in NAPLAN spelling from 28% (2012) to 30% in 2013. 2. Increase the number of year 3 students in bands 5 & 6 in NAPLAN grammar and punctuation from 31% in 2012 to 35% in 2013. 3. Increase the percentage of year 5 students in bands 7 & 8 in NAPLAN spelling from 28% in 2012 to 35% in 2013. 4. Increase the percentage of year 5 students in bands 7 & 8 in NAPLAN grammar and punctuation from 28% in 2012 to 35% in 2013. 5. Maintain the percentage of year 3 students in bands 5 & 6 in NAPLAN numeracy at the 2012 target of 16%. 6. Maintain the percentage of year 5 students in bands 7 & 8 NAPLAN numeracy assessments at the 2012 target of 14% 7. A minimum of 50% of parents and carers of Aboriginal students will assist in the development of personalised learning plans for students. 8. The Aboriginal Education Com mittee meets regularly (once per term) and is represented by executive, teaching staff and members of the school community. 9. Teacher Assessment Reviews show that technology identified in literacy and numeracy programs is embedded in all classroom programs. | | |
| PRINCIPAL’S SIGNATURE | | SED ENDORSEMENT DATE |

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|  | SCHOOL IDENTIFIED PRIORITY Literacy | | | | | | | |
| STRATEGIES | | INDICATORS | Reform | TIMEFRAME | | | RESPONSIBILITY | FUNDING  SOURCE/BUDGET |
| The school develops a whole school approach to the teaching and learning of spelling, grammar and punctuation. | | * A literacy leader is identified to coordinate a common approach to the teaching and learning of spelling, grammar and punctuation. * An audit is conducted of current practices in the teaching of spelling, grammar and punctuation. * Successful practice is identified and elements incorporated into policy. * A K-6 scope and sequence is developed for spelling, grammar and punctuation. * Resources are identified and acquired. * Professional Learning in NAPLAN writing is secured for all teaching staff. * Assessment tools are developed and used to inform programing and report student progress. * The Multilit program accommodates 14 students, 4 sessions/week. | 1,2,4 | 2013  X | 2014  X | 2015 | Principal, executive staff, literacy leader, teaching staff, learning and support teacher, learning support officers (Multilit) | National Partnerships  $5629 for .05 release for literacy leader. (School held NP Funds 2012)  $45730 2 Learning support officers to implement Multilit program 4 days/ week.  .5 FTE literacy support $533511 (RPT)  $1290 Multilit Resources (School held NP Funds 2012)  Professional Learning Budget  $ 5400 days relief for teaching staff, program development. |

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|  | SCHOOL IDENTIFIED PRIORITY Numeracy | | | | | | | |
| STRATEGIES | | INDICATORS | Reform | TIMEFRAME | | | RESPONSIBILITY | FUNDING  SOURCE/BUDGET |
| The school continues professional learning in the teaching and learning of mathematics using the pedagogies prescribed in Numeracy in Action (NinA). This strategy includes:   * The preparation of balanced numeracy sessions which reflect the quality teaching framework. * Teacher understanding of the of the numeracy continuum. * Teacher professional learning in ongoing assessment and recording of progress. * Understanding of Newman’s error analysis. * Further implementation of the Quick Smart mathematics program. * Audit of numeracy resources. * Engagement of district personnel to optimise teacher professional learning. * Appointment of a numeracy leader.   The school informs the community of the methodology associated with Numeracy in Action. | | * Increased number of students who are meeting stage expected levels on the numeracy continuum. * All teaching learning programs show evidence of a balanced numeracy session and reflect the elements of the quality teacher framework within the school’s scope and sequence of mathematics. * Students successfully completing the Quick Smart mathematics program. * Student growth in numeracy in NAPLAN assessments. * Timetable for .4 FTE Numeracy support. * Parent surveys show satisfaction with communication. * Parents report that they are better able to support learners at home. | 1,2,4,6 | 2013  X | 2014  X | 2015 | Principal, numeracy leader, executive staff. | National Partnerships  $40 014 Two Learning support officers 3 days/ week @ 3 ½ hours per day. (Quick Smart)  .5 FTE numeracy support $53351 (RPT)  $1600 subscription for Quick Smart support. (School held NP Funds 2012)  $3000 for Quick Smart and NinA resources (School held NP Funds 2012)  $22845 SAO NP Support (RPT)  Professional Learning Budget  $2400 Relief for numeracy coordinator (TPL) |

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|  | SCHOOL IDENTIFIED PRIORITY Aboriginal Education- Personalised Learning Plans for all Aboriginal students | | | | | | | |
| STRATEGIES | | INDICATORS | Reform | TIMEFRAME | | | RESPONSIBILITY | FUNDING  SOURCE/BUDGET |
| An Aboriginal Education committee is established and plays an important role in improving Aboriginal Education within the school.  The Aboriginal Education committee:   * Completes a community resource register. * Encourages participation in the development of personalised learning plans for Aboriginal students. * Actively participates in the school’s NAIDOC week activities. * Contributes to the identification and acquisition of Aboriginal cultural icons. | | * The Aboriginal Education committee meets once per term * The community resource register is completed. * Staff access identified resources from the resource register to enhance their teaching of Aboriginal studies. * Fifty percent or more of parents participate in the development of PLP’s. * High involvement of Aboriginal parents and carers in NAIDOC week celebrations. * Aboriginal Cultural Icons are identified. * Continued representation at local Aboriginal Education Consultative Group (AECG) meetings. | 3,4,6 | 2013  X | 2014  X | 2015 | Principal, Executive member (Aboriginal Education) Staff, committee. | General Operations Grant  $2050 Hospitalities, Teacher relief TPL |
|  | SCHOOL IDENTIFIED PRIORITY The Australian Curriculum- English | | | | | | | |
| STRATEGIES | | INDICATORS | Reform | TIMEFRAME | | | RESPONSIBILITY | FUNDING  SOURCE/BUDGET |
| The school prepares for the implementation of the NSW syllabuses for the Australian Curriculum in English (2014 ) and Mathematics (2015)   * Staff familiarise themselves with the new syllabus. * The school reviews current practices. * The school prepares timelines for implementation. * Staff engage in professional learning. * In- School teams engage in professional learning “Your School and the New Syllabus” and “Programming and the New Syllabus. * Staff meetings, stage meetings and additional school development days are used to address the new syllabuses. | | * Staff members have copies of the new syllabuses. * School leaders access PL course “Leading Educational Change with Your Team.” * All teaching staff access PL courses the Learner and the New Curriculum & Teaching for the New Curriculum. * Yearly time lines produced for syllabus implementation. * Curriculum teams develop guides * Lines for implementation for all teaching staff. * Staff/ Stage meetings have syllabus implementation as a major focus. * Community of Schools shared events. | 1,3,4,5,6  Implementation Timetable  English 2014  Mathematics 2015  Science and Technology 2015  History 2016  Optional | 2013  X | 2014  X | 2015  X | Principal, Executive, Teaching Staff. | Enhanced Professional Learning Allocation.  Not yet known.  National Partnerships  $6948 2 days relief per teacher. (School held NP Funds 2012) |

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|  | SCHOOL IDENTIFIED PRIORITY Technology | | | | | | | |
| STRATEGIES | | INDICATORS | Reform | TIMEFRAME | | | RESPONSIBILITY | FUNDING  SOURCE/BUDGET |
| The technology coach mentors teaching staff in the effective use of technology across all Key Learning Areas.  The technology coach assists teachers to identify resources to engage students in learning and enhance their learning opportunities.  The technology coach trains staff in the use of new technologies.  22/11/12 7.30am | | * The use of technology as a learning tool is embedded in classroom programs. * Students and staff use technology daily as a learning tool. * Student technology presentations reflect sound knowledge of technology. * Teachers use the school website to display student work samples. | 1,2,3,5  Optional | 2013  X | 2014  X | 2015 | Principal, Technology Coach, Executive. | National Partnerships  $11258 provides .1 FTE for Technology Coach (RPT)  $5300 Purchase of new technologies  (School held NP Funds 2012)  Technology Grant  $6826 provides .1 FTE for Technology Coach.  $3415 Technology Resources |