

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	<ul style="list-style-type: none"> <li>Improved student performance in reading and writing across all stages</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Improved student performance in numeracy with a particular emphasis on number, patterns and algebra</li> </ul>
Aboriginal Education	<ul style="list-style-type: none"> <li>Positive partnerships among students, parents and carers and the school are enhanced.</li> </ul>
Engagement and Attainment	<ul style="list-style-type: none"> <li>Student engagement and attainment reflect the positive impact of Positive Behaviour for Learning</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>Increased opportunities for leadership within the school and further professional learning for executive staff</li> </ul>

TARGET/S

- Increase the percentage of year 3 students in bands 5 and 6 in reading from 14% in 2011 to 19% in 2012 (6 of 32 students)
- Maintain the percentage of year 5 students achieving expected growth (68%) in 2012 NAPLAN reading assessment
- Maintain or exceed the percentage of year 5 students in bands 7 and 8 in NAPLAN writing assessments at 22% as achieved in 2011. In 2012 this represents 8 of 34 students.
- To increase the percentage of year 3 students in bands 5 and 6 in NAPLAN numeracy assessments from 12% in 2011 to 16% in 2012.
- To increase the percentage of year 5 students in bands 7 and 8 in NAPLAN numeracy assessments from 10% in 2011 to 14% in 2012. This represents 5 of 34 students.
- All parents and carers of Aboriginal students participate in the development of Personalised Learning Plans
- The Aboriginal education committee meets regularly (each term) and is represented by executive staff, teaching staff and members of the school community.
- Teacher assessment review processes show that technology identified in literacy and numeracy programs has been embedded in all classroom teaching/ learning programs.
- The school reports that PBL has improved student well-being, engagement and responsibility

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

STRATEGIES	INDICATORS	Refor m	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>The school continues with its focus on <i>Focus on Reading</i> but switches to Phase 2 of the new course. (3-6)</p> <p>Through professional learning, teaching staff become expert in assessing reading through analysing running records and tracking and monitoring on the K-6 literacy continuum.(K-6)</p> <p>Professional learning is provided for SLSO s to implement the Multilit intervention program to include more targeted students in years 2 and 4.</p> <p>Teachers in stage collaboration opportunities develop a school based assessment tool which will provide structure for the teaching and learning of Grammar and Punctuation across all grades in the context of writing.</p> <p>Staff attend Prioritise Grammar (6x2hr modules) provided by the Sothern Network NC region 2012</p>	<ul style="list-style-type: none"> <li>Staff participate in the equivalent of 10 days face-to-face professional learning with between session tasks over 3-4 semesters (Vocabulary knowledge and fluent text reading.)</li> <li>Assessments using running records provide milestones to achievement in term1 – 4 2012.</li> <li>School Learning Support Officers and supervising teacher are supported through training in the delivery of the Multilit intervention program</li> <li>Student performance in Multilit assessment reflect growth through 5 levels in the first semester of implementation</li> <li>Grammar and Punctuation are taught in the context of writing and is reflected in classroom teaching and learning programs</li> </ul>	<p>① ③ ④ ⑤</p>	<p>2012</p> <p>①</p> <p>①</p> <p>①</p> <p>①</p>	<p>2013</p> <p>②</p> <p>②</p> <p>②</p> <p>②</p> <p>②</p>	<p>2014</p> <p>④</p> <p>④</p> <p>③</p> <p>③</p> <p>③</p>	<p>Principal, Executive staff and Classroom teachers.</p> <p>Executive staff and Classroom teachers</p> <p>School learning support teacher and school learning support officers</p> <p>Executive and all classroom teachers</p>	<p>\$15000 for teacher relief and reflection on practice (NP)</p> <p>\$12000 for teacher relief and P/L to conduct running records each term (NP)</p> <p>\$26880 for 960 hrs. of SLSO time (NP)</p> <p>\$56160 for teacher relief for 2 hours/ fortnight in stage groups (NP)</p>

SCHOOL IDENTIFIED PRIORITY Numeracy		Key: ① = Year 1 of plan ② = Year 2 of plan ③ = Year 3 of plan ④ = review year					
STRATEGIES	INDICATORS	Reform	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>All teaching staff are provided with professional learning in 'Numeracy in Action' (NINA) offered by Sothern Network NC Region with a focus on:</p> <ul style="list-style-type: none"> <li>Patterns and algebra</li> <li>Fractions</li> <li>Place Value</li> <li>Multiplication and division</li> </ul> <p>The Quick smart intervention program is expanded to target 16 students in 2012</p> <p>Resources are identified to support teaching and learning within the classroom</p>	<ul style="list-style-type: none"> <li>A numeracy leader is nominated who will be mentored by a regional numeracy consultant.</li> <li>A professional learning plan for NINA is developed.</li> <li>Regular professional learning occurs</li> <li>An assessment schedule is developed which tracks all students through the numeracy continuum</li> <li>Reflective practices (Lesson Study) indicates modification of current teaching learning practices</li> <li>TARS processes reflect that teachers know the content of the syllabus and that effective planning, assessment and reporting practices are evident.</li> <li>Targeting Early Numeracy practices are evident in all stage 1 classes.</li> <li>Best start data reflects an acceleration through the continuum</li> <li>Further Quick smart training occurs for SLSO and supervising teacher</li> <li>The number of students exiting the Quick smart program</li> <li>Resultant growth in NAPLAN assessments 2012-2014</li> <li>Resource packages are compiled for each class and are used effectively in the support of classroom activities</li> </ul>	① ② ③ ④ ⑤	2012	2013	2014	Principal/ Executive/ Numeracy Leader	\$12600 1 day/week relief for Numeracy Leader
			①	②	④	Numeracy Leader/ Regional Personnel/ Principal	
			①	②	③	Numeracy Leader & Teaching Staff	\$9000 for 3 days/ teacher relief to attend to assessment administration tasks
			①	②	③	Numeracy leader/ Executive/ Principal	\$24 000 employment of 2 Quick smart tutors for 2 hrs/day 5 days/week
			①	②	④	Executive	
			①	②	④	Stage 1 Executive & staff	\$2000 for 3days teacher relief and 6 days SLSO relief for P/L.
			①	②	④	Stage 1 Executive/ Best Start Coordinator & Teaching staff	
			①	①	②	Supervising Teacher and SLSOs	\$1000 class numeracy kits
			①	①	④	All staff	

STRATEGIES	INDICATORS	Reform	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>Staff access the 'Personalised learning Plans and Learning Pathways' learning opportunity provided by Southern Network- North Coast Region</p> <p>Funding is provided so that staff are able to develop Personalised learning Plans with students, parents and carers.</p> <p>An Aboriginal Education Committee is established and meets regularly (1xterm) and is represented by executive staff, teaching staff and members of the school community.</p> <p>Aboriginal perspectives are embedded in teaching/ learning programs.</p>	<ul style="list-style-type: none"> <li>• Staff attend professional learning activity</li> <li>• A Wingham Brush PS format is developed for Personalised Learning Plans.</li> <li>• A support person is nominated for attendance at Personalised Learning Plan meetings.</li> <li>• Staff benefit from relief to lead Personalised learning Plan meetings.</li> <li>• Personalised Learning Plans are reviewed regularly.</li> <li>• High attendance (85%) at Aboriginal Education Committee meetings.</li> <li>• AEC meetings are minuted and actions result from the meetings.</li> <li>• Measure and review practices are established.</li> <li>• Strategies to support the engagement of parents/ carers in the development of Personalised Learning Plans are implemented.</li> <li>• TARS processes ensure that there Aboriginal perspectives, where appropriate, embedded in classroom programs.</li> <li>• Resources are acquired to support the teaching and learning of Aboriginal history and culture</li> </ul>	<p>② ⑤ ⑥</p>	<p>2012  ①  ①  ①</p>	<p>2013  ②  ②  ②</p>	<p>2014  ④  ④  ③</p>	<p>Principal Executive with responsibility of Aboriginal education &amp; Regional staff.</p> <p>Classroom teachers &amp; Executive</p> <p>Executive with responsibility of Aboriginal education/ Principal</p> <p>Executive with responsibility of Aboriginal education/ Principal</p>	<p>\$4033 SLSO/ AEW to support PLP meetings \$2000 Crèche fee</p> <p>\$1000 administration for preparation of PLP materials. \$500 hospitalities</p> <p>\$6000 teacher relief</p>

SCHOOL IDENTIFIED PRIORITY Engagement and Attainment		Key: ① = Year 1 of plan ② =Year 2 of plan ③ = Year 3 of plan ④ = review year					
STRATEGIES	INDICATORS	Reform	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Staff participate in professional learning in innovative teaching practice using technology	<ul style="list-style-type: none"> <li>TARS processes show that technology is embedded in classrooms programs as a teaching learning tool.</li> <li>Learning walks show that technology is used as a learning tool by students</li> <li>Technology sessions (Digital Education) produce quality product</li> </ul>	① ③ ④	2012 ①	2013 ②	2014 ④	Principal/ Technology Leader/ ICT Coach	\$25 200 for the provision of the equivalent of 84 teacher relief days  \$12 600 for the employment of Digital Education coach for 42 days.  \$1000 for the purchase of relevant resources to support programs

SCHOOL IDENTIFIED PRIORITY Leadership and Management		Key: ① = Year 1 of plan ② =Year 2 of plan ③ = Year 3 of plan ④ = review year					
STRATEGIES	INDICATORS	Reform	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
PBL Leader and team formed and coach appointed. PBL coach.  PBL leader determines term focuses  Ongoing Professional Learning for all staff in PBL  Additional administrative support for the implementation of all National Partnerships projects.  Executive staff engage in professional learning in management and leadership	<ul style="list-style-type: none"> <li>School focus is communicated to staff students and school community</li> <li>School focus is reinforced regularly on school assemblies and in classrooms.</li> <li>Playground and classroom referrals are reduced by 20%</li> <li>Staff attend Covey courses offered at regional level.</li> <li>Course evaluations identify areas for leadership focus</li> </ul>	② ③ ④ ⑤  ①	①    ①	②    ②	④    ④	Principal/ PBL School Leader/ All staff    Principal	\$37 800 3 Days/ week relief for PBL Leader  \$3000 for support materials and publications  \$ Administrative relief for program implementation and accountabilities  \$4600 executive relief and course fees. (TPL FUNDS)

