

# MADANG AVENUE PUBLIC SCHOOL MANAGEMENT PLAN 2012 -2014

## SCHOOL CONTEXT

The school currently has a steady enrolment with 34% of students from language backgrounds other than English and almost 20% Aboriginal students. The number of teaching and support staff is relatively stable with a significant proportion working part time. Job sharing, collaboration and teamwork is a feature of the school's professional environment and is viewed as an opportunity to enrich the diverse learning experiences of the students. Most teachers have been teaching for more than eight years and this allows our professional learning program to focus on consolidating classroom practice and curriculum knowledge. The provision of opportunities for teachers to build their leadership capacity through collaboration within and across schools is a high priority.

Despite the implementation of innovative learning programs, student performance has not reached target levels. Funding provided through Priority Schools Programs and Low SES National Partnerships is providing the school with opportunities to explore a wide range of strategies to further enhance the quality of teaching and learning, to fully engage students in learning and to include all parents as partners in the provision of learning for their children for the parents of Aboriginal students in particular.

SCHOOL IDENTIFIED PRIORITY AREA/S	Leadership and Management	Curriculum and Assessment	Engagement and Attainment
	Literacy	Numeracy	Aboriginal Education

## INTENDED OUTCOME/S

- Increased levels of literacy and numeracy achievement for every student in line with regional targets with diminished gaps in literacy and numeracy achievement between Aboriginal students and all students
- Increased engagement of all parents in the learning of their children
- Development of effective systems to maintain records of student data to improve school capacity for tracking, analysing and sharing student performance
- Strengthened teacher capacity to improve student learning outcomes
- Learning programs reflecting a wide range of skills and strategies to engage students in learning
- Enhanced school leadership capacity for whole school improvement

<b>PRINCIPAL'S SIGNATURE</b>	<b>SED ENDORSEMENT</b>	<b>DATE</b>
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SCHOOL IDENTIFIED PRIORITY		Leadership and Management										
OUTCOME/S	<ul style="list-style-type: none"><li>Enhanced school leadership capacity for school improvement</li><li>The development of embedded, well-designed and adequately resourced school-based professional learning and support for all teachers in school priority areas</li><li>Strengthened teacher capacity to improve student learning outcomes</li></ul>		TARGET/S	<ul style="list-style-type: none"><li>All teachers completing professional learning in Quality Teaching framework</li><li>Implementation of evidence based teaching programs in all classes</li><li>Evidence of strong leadership in whole school literacy and numeracy management in feedback from teachers</li><li>All school leaders developing goals and targets for personal and school improvement</li></ul>								
	STRATEGIES			INDICATORS		TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET	
	In school and across school professional learning in aspects of the Quality Teaching Framework. Teachers released to develop individual professional learning plans based on the quality teaching framework with the support of stage leaders			Teachers reflecting on their practice and developing individual and group plans for further professional learning in target areas; Teachers indicating commitment to continue further professional learning		12	13	14	Stage Leaders	2	TPL NP PAS (AP HDA 0.2)	\$3 000 \$40 000 (0.5 CRT) \$3 000 (AP HDA 0.2)
	Continued whole staff participation in Team Leadership for School Improvement program; Teachers participating in mentoring within and across schools			Development of professional networks across schools		X	X	X				
Teachers encouraged to include aspects of the Leadership Capability Framework in individual professional learning plans and provided with opportunities to work closely with exec on aspects of framework		Teachers demonstrating willingness and skills to take on leadership roles within the school; TARS and EARS providing opportunity to consolidate processes of goal setting and accountability		X	X	X	Exec	5	NP	\$12 000 (0.15 CRT)		

SCHOOL IDENTIFIED PRIORITY		Curriculum and Assessment							
OUTCOME/S	<ul style="list-style-type: none"><li>Students and teachers using innovative interactive technology to enhance the teaching and learning process</li><li>School performance data developed and maintained to enhance the capacity of teachers to cater for learning diversity and to inform the development of programs for individual and group learning</li></ul>	TARGET/S	<ul style="list-style-type: none"><li>75% Of all teachers utilising interactive technology to enhance teaching and learning programs</li><li>All teachers demonstrating skills to cater for learner diversity including varied ability levels</li><li>Integration of support class students into mainstream literacy and/or numeracy lessons</li><li>Technology being used by all teachers to track and monitor student progress in all areas</li></ul>						
			STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY
<p>Professional development to enhance capacity of teachers to analyse assessment data and develop programs based on identified student needs. Includes training in Best Start; SMART data; Reading Recovery and school based performance data ; Staff trained in development of PLPs and learning programs to target priorities for individual and groups of students</p> <p>Data management and evaluation systems developed and implemented for all student performance records; staff fully trained in system</p> <p>Development of effective strategies for reporting to parents for all grades including preschool</p> <p>Teachers linked with an in-school mentor to assist skill development in the use of IWBs, blogs, connected classrooms and data management systems. Teachers released to share skills and knowledge.</p> <p>Implementation of Early Learning Framework and review of early learning curriculum and pedagogy; Development of transition to school program with a focus on maximising inclusion of Aboriginal students</p>		Teachers demonstrating a clear understanding of data analysis and collaborating in the development of performance targets		12	13	14	Exec, specialist staff, SLSC	4	NP \$68 000 (CRT 0.4; SLSO 0.4) STLA 0.1 PSFP Supp 0.1 Funding support
		Evidence of data analysis in the teaching programs of all teachers and teacher evaluation of system		X	X	SAO & Exec			5 3
		Positive feedback from teachers, students and parents		X	X	Exec, Tchrs, Parents		PSFP Supp 0.2	
		Pre and post DASA data demonstrating improvement for all teachers in each area		X	X	SAO/ Exec	3	NP \$33 000 (SAO 0.5; CRT 0.1)	
		Preschool programs demonstrating compliance in all areas; Evaluation indicating positive responses		X	X	Exec, PS staff & Parents	2	PAS \$24 000 (AP HDA 0.4; CRT 0.2) NP \$15 000 (SLSO 0.3)	

SCHOOL IDENTIFIED PRIORITY		Student Engagement and Attainment												
OUTCOME/S	<ul style="list-style-type: none"><li>School culture and practice reflect every student’s aspirations, culture, gender and learning potential</li><li>Increased parental engagement in supporting their child’s learning</li><li>Students and teachers use innovative interactive technology to enhance the teaching and learning process</li></ul>	TARGET/S	<ul style="list-style-type: none"><li>Improved student attendance in all grades to at least 92% with improvement maintained during Term 4 and a 20% reduction in number of partial absences</li><li>Teachers and parents regularly sharing information about relevant learning programs on at least two occasions each term</li><li>School evaluation data for parents and students reflecting positive attitudes towards school for 95% of parents</li></ul>											
	STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET					
	Programs developed to enhance the skills of teachers and support staff to assist students with motor skill and sensory processing issues. Occupational therapist employed for 2 days a week to work with teachers to develop and implement individual and group programs. A research assistant employed for 3 days/week to assist staff to develop resources, track progress and administer the program. Academic Partner researching effect of therapy interventions on student engagement. Equipment and resources to set up the therapy program approx. \$2500.		Parents encouraged to be involved in development of support programs for their children and fully informed of any support provided; Teacher and student feedback on effectiveness of intervention; Parents engaged in the development of IEPs for all students and those with special needs	12	13	14	Exec, Academic Partner, Therapist, Research Assistant	1	NP \$97 500 (OT 0.4; Research Assistant 0.6)					
										Quality Teaching Framework prof learning targeted towards the area of student engagement; Mentoring with specialist teachers; Training in the use of connected classrooms and interactive whiteboards; Guided sessions to investigate and share experience in DEC learning support technology	Quality teaching emphasis on personalised learning evident in teaching programs; Teachers targeting engagement as a priority area in professional learning plans; Observations indicating higher levels of student engagement, learning independence and collaboration skills; All staff trained in and using technology; Development of shared pool of knowledge in this area	X	X	Exec; Specialist staff; Tech Com
Whole school community engagement program including Supported Playgroup; Interest/social meetings; Grade info meetings; Phone(write) home updates; Activity days involving whole school or groups within school with parent participation including provision of resources; After school programs for targeted groups; Implementation of KidsMatter program		Teachers making regular contact with families of all their students; Parents demonstrate a willingness to participate in decisions about child’s; Parents indicating satisfaction with communication from school								X		Exec Mission Aust	6	NP \$26 000 (CRT 0.2; SLSO 0.2) PAS \$7 500 (AP HDA 0.5) PSP \$2 500 (Resources)
Creation of grade specific attendance intervention strategies		Improved attendance across class groups and for individual students								X		SLSC, Exec, HSLO		

SCHOOL IDENTIFIED PRIORITY		Literacy and Numeracy									
OUTCOME/S	<ul style="list-style-type: none"><li>Increased levels of literacy and numeracy achievement for every student in line with regional targets</li><li>Diminished gaps in literacy and numeracy achievement between Aboriginal students and all students</li></ul>	TARGET/S	<ul style="list-style-type: none"><li>From 79 to 90% of Year 5 students performing above Band 3 and 30 to 50% performing above Band 5 in Writing</li><li>From 63 to 70% of Year 3 students performing above Band 2 and 6 to 25% performing above Band 4 in Reading</li><li>From 83 to 90% of Kindergarten students achieving Cluster 4 in Reading and 82 to 90% in Phonics</li><li>From 65 to 80% of Year 1 students achieving Cluster 6 in Reading</li><li>From 51 to 85% of Year 2 students reading at above Level 20 and demonstrating inferential comprehension skills</li><li>From 85 to 90% of Year 5 students performing above Band 3 and 35 to 42% performing above Band 5 in numeracy</li><li>From 86 to 90% of Year 3 students performing above Band 2 and 9 to 20% performing above Band 4 in numeracy</li><li>100% of Kindergarten students counting to 30 and 75% counting beyond</li><li>68% to 75% of students counting on and back by the end of Year 2</li></ul>								
	STRATEGIES		INDICATORS			TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
<p>Detailed analysis of Best Start continuum and National Curriculum to develop links and shared understanding of content and priorities among teachers. Information used to develop targeted early literacy and numeracy intervention plans.</p> <p>K-4 in class support for targeted literacy and numeracy intervention identified by analysis of performance data; Literacy learning teams - Stage 3; Working mathematically intervention - Stage 2-3</p> <p>Teacher professional learning and peer mentoring to apply quality teaching practice to the teaching of literacy and numeracy; Mentoring across schools; Formation of a Reading Task Force to foster a consistent approach to the teaching of reading across the school.</p>		<p>Teachers demonstrating a deep understanding of curriculum priorities and a range of appropriate teaching strategies. Targeted interventions meeting program goals for individual and groups of students</p> <p>Students at all levels demonstrating significant growth; Targeted interventions meeting program goals for individuals and groups of students; SENA assessments for all grades; teachers utilising CMIT strategies and resources for teaching numeracy concepts</p> <p>Cumulative data and NAPLAN performance indicating improved performance in key focus areas of inferential comprehension and visual literacy; Students demonstrating a deep understanding of substantive concepts, skills and ideas in maths</p>			12 X	13	14	Exec, teachers			<p>PSFP Supp 0.1 PAS \$18 000 (CRT 0.2)</p> <p>PSFP \$45 000 (CRT 0.5) PAS \$117 500 (AP HDA 0.3; CRT 1.1) ESL 0.2 STLA 0.4 NP \$25 000 (LSLO 0.5)</p>
					X			Exec, LST,	1		
					X			Exec, NP Coord MEWS	6	<p>TPL \$7000 NP \$16 000 (CRT 0.2) PAS \$18 000 (CRT 0.2)</p>	

SCHOOL IDENTIFIED PRIORITY		Aboriginal Education							
OUTCOME/S	<ul style="list-style-type: none"><li>By 2012 the outcomes of Aboriginal students will more closely match the outcomes of the broader population</li><li>Increased engagement of Aboriginal parents to support their child’s learning</li></ul>	TARGET/S	<ul style="list-style-type: none"><li>The attendance rate of Aboriginal students is within 1% of the attendance of all students in same grade</li><li>Performance targets for individual students are identified in ILP’s developed in collaboration with parents, teacher and student</li></ul>						
	STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
Continued implementation of PLPs for Aboriginal students with a focus on consultation and review		PLPs developed for all Aboriginal students; Parents of all students given the opportunity and encouraged to participate in the development of PLPs; All parents provided with information about PLPs developed for their children.		12	13	14	SLSC, SLSO Teachers, Parents	3 4	NP \$26 000 (CRT 0.2; SLSO 0.2) PAS \$9 000 (CRT 0.1)
Development of strategies to extend and improve the level and frequency of communication between teachers and the parents of Aboriginal students				X	X	X			
Teachers undertake professional learning in the development and implementation of PLPs for Aboriginal students including sharing strategies with other schools; Strategies implemented to accelerate improved performance of Aboriginal students		Developing a deeper understanding of strategies to assist Aboriginal students to learn is a priority in the professional learning plans of teachers; Improved data for student performance, attendance and positive behaviour		X	X	X	Exec, SLSO, MEWS Leader	2 4	NP \$23 000 (SLSO 0.3; CRT 0.1)
Consultation with AECG on school priorities and programs for Aboriginal students		AECG provide feedback on school performance		X	X	X	Principal, LST	6	

		SUMMARY OF TARGETS
SCHOOL IDENTIFIED PRIORITY AREA/S	<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>All teachers completing professional learning in Quality Teaching framework</li> <li>Implementation of evidence based teaching programs in all classes</li> <li>Evidence of strong leadership in whole school literacy and numeracy management in feedback from teachers</li> <li>All school leaders developing goals and targets for personal and school improvement</li> </ul>
	<b>Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>75% Of all teachers utilising interactive technology to enhance teaching and learning programs</li> <li>All teachers demonstrating skills to cater for learner diversity including varied ability levels</li> <li>Technology being used by all teachers to track and monitor student progress in all areas</li> </ul>
	<b>Engagement and Attainment</b>	<ul style="list-style-type: none"> <li>Improved student attendance in all grades to at least 92% with improvement maintained during Term 4</li> <li>Teachers and parents regularly sharing information about learning programs on at least two occasions each term</li> <li>School evaluation data for parents and students reflecting positive attitudes towards school for 95% of parents</li> </ul>
	<b>Literacy</b>	<ul style="list-style-type: none"> <li>From 79% to 90% of Year 5 students performing above Band 3 and 30 to 50% performing above Band 5 in Writing</li> <li>From 63% to 70% of Year 3 students performing above Band 2 and 6% to 25% performing above Band 4 in Reading</li> <li>From 83% to 90% of Kindergarten students achieving Cluster 4 in Reading and 82% to 90% in Phonics</li> <li>From 65% to 80% of Year 1 students achieving Cluster 6 in Reading</li> <li>From 51% to 85% of Year 2 students reading at Level 21 or above and demonstrating inferential comprehension</li> </ul>
	<b>Numeracy</b>	<ul style="list-style-type: none"> <li>From 85% to 90% of Year 5 students performing above Band 3 and from 35% to 42% performing above Band 5 in numeracy</li> <li>From 86% to 90% of Year 3 students performing above Band 2 and 9% to 20% performing above Band 4 in numeracy</li> <li>100% of Kindergarten students counting to 30 and 75% counting beyond</li> <li>68% to 75% of students counting on and back by the end of Year 2</li> </ul>
	<b>Aboriginal Education</b>	<ul style="list-style-type: none"> <li>The attendance rate of Aboriginal students is within 1% of the attendance of all students in same grade</li> <li>Performance targets identified in ILP's developed in collaboration with parents, teacher and students</li> </ul>

