

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 all parents including those of Aboriginal students.

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 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

PRINCIPAL'S SIGNATURE	SED ENDORSEMENT	DATE
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Leadership and Management

OUTCOMES	<ul style="list-style-type: none">Enhanced school leadership capacity for school improvementStrengthened teacher capacity to improve student learning outcomes	TARGETS	<ul style="list-style-type: none">All teachers completing professional learning in Quality Teaching frameworkImplementation of evidence based teaching programs in all classesAll school leaders developing goals and targets for personal and school improvementEvidence of strong leadership in whole school literacy and numeracy management in feedback from teachers	INDICATORS	<ul style="list-style-type: none">Teachers reflecting on their practice and developing individual and group plans for further professional learning in target areaTeachers participating in professional learning activities, sharing knowledge, evaluating effectiveness and identifying areas for further growthTeachers aligning TARS and EARS processes with goal setting and accountabilityTeachers demonstrating willingness and skills to take on leadership roles within the school						
	STRATEGIES				TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE BUDGET		
	<ul style="list-style-type: none">Accessing of professional learning in aspects of the Quality Teaching Framework linked to school priority areas including opportunities for peer mentoring and team teachingReleasing of teachers to develop individual professional learning plans based on the quality teaching framework with the support of stage leaders.Inclusion of aspects of the Leadership Capability Framework in individual professional learning plans and provision of opportunities to work closely with executive on aspects of framework				2013	2014					
					X	X	Stage Leaders; Exec	2	NP \$40 000 (CRT 0.5)		
					X	X	Stage Leaders; Exec	2	EQ \$3000 (AP HDA 0.2)		
					X	X	Stage Leaders; Exec	5	NP \$22 000 (CR 0.2; Contribution to Shared Position)		

Curriculum and Assessment

OUTCOMES	<ul style="list-style-type: none">Interactive technology utilised to enhance student learningIssues related to learning diversity addressed in individual and group programsStudents accessing national curriculum	TARGETS	<ul style="list-style-type: none">All teachers utilising interactive technology to enhance teaching and learning programsSchool programs reflecting ethos of Early Years Learning FrameworkTechnology being used by all teachers to track and monitor student progress in all areasAll teachers demonstrating skills to cater for learner diversity including varied ability levelsAll teachers implementing national curriculum according to timeline	INDICATORS	<ul style="list-style-type: none">Pre and post DASA data demonstrating improvement for all teachers in each areaPreschool programs demonstrating compliance in all areas; Evaluation indicating positive responsesTeachers demonstrating a clear understanding of data analysis and collaborating in the development of performance targetsEvidence of data analysis in the teaching programs of all teachers and teacher evaluation of systemPositive feedback from teachers, students and parents				
	STRATEGIES				TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE BUDGET
<ul style="list-style-type: none">Mentoring of teachers to promote the use of IWBs, blogs, Ipads, connected classrooms and data management systems. Teachers released to share skills and knowledge.Evaluation of preschool and kindergarten programs as part of implementation of EYLFDevelopment of transition to school program with focus on maximising inclusion of Aboriginal studentsStaff trained in accessing school data systems and analysing a wide range of data to set targets and inform learning programs for individual and groups of students including Best Start continuums; SMART; Reading Recovery; TEN; Count Me In and school based assessmentsDevelopment of timeline for the implementation of the national curriculum and review of reporting to parents procedures			2013	2014	SAO, Exec, Tech ctee	3	NP \$41 000 (SAO 0.5; CRT 0.2) NP \$15 000 (SLSO 0.3) EQ \$24 000 (AP HDA 0.4; CRT 0.2) NP \$66 283 (CRT 0.4; SLSO 0.4) NP \$25 000 (SAO 0.5) EQ \$3000 (AP HDA 0.2) EQ \$1500 (AP HDA 0.1)		
			X	X					
			X	X	Exec, PS staff, parents	2			
			X	X		2			
			X	X	Exec, SAO, LAST; LST	4			
						5			
X		Exec							

Student Engagement and Attainment

OUTCOMES	<ul style="list-style-type: none">Increased student engagement in their learning programsIncreased parental engagement in supporting their child’s learning	TARGETS	<ul style="list-style-type: none">Teachers and parents sharing information about relevant learning programs on at least two occasions each termSchool evaluation data for parents and students reflecting positive attitudes towards school for 95% of parentsImproved student attendance in all grades to at least 92% with improvement maintained during Term 4 and a 20% reduction in number of partial absences	INDICATORS	<ul style="list-style-type: none">Parents involved in and informed about support provided for their childrenParent, student and teacher feedback on effectiveness of interventions and communication between home and schoolObservations indicating higher levels of engagement, learning independence and collaboration skills for studentsFewer referrals for misbehaviour during learning timeSchool culture and practice reflecting every student’s aspirations, culture, gender and learning potential				
	STRATEGIES				TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE BUDGET
<ul style="list-style-type: none">Programs implemented to enhance the skills of teachers and support staff to assist students with motor skill and sensory processing issues. Employment of a speech therapist for one day per week to work with students on individual and group programs. Employment of two OT therapists to work with classes of students and their teachers on effective strategies to improve engagement in learning.Community engagement program including supported playgroup; grade information sessions; phone (write) home updates; whole school or group activity days; after school programsImplementation of KidsMatter mental health strategyImplementation of grade specific attendance intervention strategies			2013	2014					
			X	X	Exec; academic partner; Therapists; LAST; exec; LST	6	NP \$69 000 ST 0.2 ; OT 0.4 EQ \$1500 (AP HDA 0.1)		
			X	X	Exec; Parents; Mission Aust	6	NP \$26 000 (CRT 0.2; SLSO 0.2)		
			X	X	KM C’tee; LST				
			X		Exec				

Literacy and Numeracy

OUTCOMES	<ul style="list-style-type: none">Increased levels of literacy and numeracy achievement for every student in line with regional targetsDiminished gaps in literacy and numeracy achievement between Aboriginal students and all students	TARGETS	<ul style="list-style-type: none">From 65 to 70% of Year 3 students performing above Band 2 and 21 to 30% performing above Band 4 in ReadingFrom 72 to 85% of Year 1 students improving their reading by at least 5 levelsFrom 58 to 75% of Year 2 students reading at above Level 20 and demonstrating inferential comprehension skillsFrom 70 to 80% of Year 5 students performing above Band 4 and 15 to 25% performing above Band 6 in numeracyFrom 55 to 70% of Year 3 students performing above Band 2 and 15 to 25% performing above Band 4 in numeracy68% to 75% of students counting on and back by the end of Year 2	INDICATORS	<ul style="list-style-type: none">Teachers demonstrating a deep understanding of curriculum priorities and a range of appropriate teaching strategies.Students at all levels demonstrating significant growthTargeted interventions meeting program goals for individuals and groups of studentsCumulative data and NAPLAN performance indicating improved performance in key focus areas of inferential comprehension and visual literacyImproved student performance in working mathematically assessments			
	STRATEGIES				TIMEFRAME		RESPONSIBILITY	REFORM
<ul style="list-style-type: none">K-4 in class support for targeted literacy support identified by analysis of performance data; TEN; Literacy learning teams - Stage 3;Teachers trained in Multilit programsAppointment of Numeracy Coordinator/Support Teacher to coordinate numeracy interventionsDetailed analysis of literacy and numeracy continuums to develop shared understanding of content and priorities among teachers. Information used to develop targeted literacy and numeracy intervention plans and relevant professional learning.			2013	2014	Exec; LST	1		NP \$25 000 (SLSO 0.5) EQ \$40 000 (CRT 0.5)
			X	X				
			X	X	Reading Task Force	4		NP \$10 600 (\$10 600 training/kits) EQ \$1500 (HDA 0.1)
			X		Exec			EQ \$115 000 (CRT 1.0; AP HDA 1.0)
			X	X	Exec; LAST; LST; Reading Task Force; Numeracy Coordinator	6		NP \$16 000 (CRT 0.2)

Aboriginal Education

OUTCOMES	<ul style="list-style-type: none">By 2012 the outcomes of Aboriginal students will more closely match the outcomes of the broader populationIncreased engagement of Aboriginal parents to support their child’s learning	TARGETS	<ul style="list-style-type: none">The attendance rate of Aboriginal students is within 1% of the attendance of all students in same gradePerformance targets for individual students are identified in PLP’s developed in collaboration with parents, teacher and student	INDICATORS	<ul style="list-style-type: none">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.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 behaviourAECG provides feedback on school performance				
	STRATEGIES				TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE BUDGET
<ul style="list-style-type: none">Continued implementation of PLPs for Aboriginal students with a focus on consultation and reviewDevelopment of strategies to extend and improve the level and frequency of communication between teachers and the parents of Aboriginal studentsTeachers undertake professional learning in the development and implementation of PLPs for Aboriginal students; Strategies implemented to accelerate improved performance of Aboriginal studentsConsultation with AECG on school priorities and programs for Aboriginal students			2013	2014	Exec; LAST; LST; Teachers; Parents	6	NP \$26 000 (CRT 0.2; SLSO 0.2)		
			X	X					
			X	X	Exec; LAST	2		NP \$8 000 (CRT 0.1) EQ \$ 1500 (AP HDA 0.1)	
			X	X	Principal; LST	6			

		SUMMARY OF TARGETS
SCHOOL IDENTIFIED PRIORITY AREA/S	Leadership and Management	<ul style="list-style-type: none"> • All teachers completing professional learning in Quality Teaching framework • Implementation of evidence based teaching programs in all classes • Evidence of strong leadership in whole school literacy and numeracy management in feedback from teachers • All school leaders developing goals and targets for personal and school improvement
	Curriculum and Assessment	<ul style="list-style-type: none"> • 75% Of all teachers utilising interactive technology to enhance teaching and learning programs • All teachers demonstrating skills to cater for learner diversity including varied ability levels • Technology being used by all teachers to track and monitor student progress in all areas
	Engagement and Attainment	<ul style="list-style-type: none"> • Improved student attendance in all grades to at least 92% with improvement maintained during Term 4 • Teachers and parents regularly sharing information about learning programs on at least two occasions each term • School evaluation data for parents and students reflecting positive attitudes towards school for 95% of parents
	Literacy	<ul style="list-style-type: none"> • From 67% to 75% of Year 5 students performing above Band 4 and 13% to 20% performing above Band 6 in Writing • From 72% to 84% of Year 5 students performing above Band 4 and 18% to 25% performing above Band 6 in Reading • From 65% to 70% of Year 3 students performing above Band 2 and 21% to 30% performing above Band 4 in Reading • From 77% to 85% of Kindergarten students achieving Cluster 4 in Reading and 77% to 85% in Phonics • From 72% to 85% of Year 1 students improving by at least 5 levels in reading • From 58% to 75% of Year 2 students reading at Level 21 or above and demonstrating inferential comprehension
	Numeracy	<ul style="list-style-type: none"> • From 70% to 80% of Year 5 students performing above Band 4 and from 15% to 25% performing above Band 6 in numeracy • From 55% to 70% of Year 3 students performing above Band 2 and 15% to 25% performing above Band 4 in numeracy • 95% of Kindergarten students counting to 30 and 75% counting beyond • 75% of students counting on and back by the end of Year 2
	Aboriginal Education	<ul style="list-style-type: none"> • The attendance rate of Aboriginal students is within 1% of the attendance of all students in same grade • Performance targets identified in ILP's developed in collaboration with parents, teacher and students

