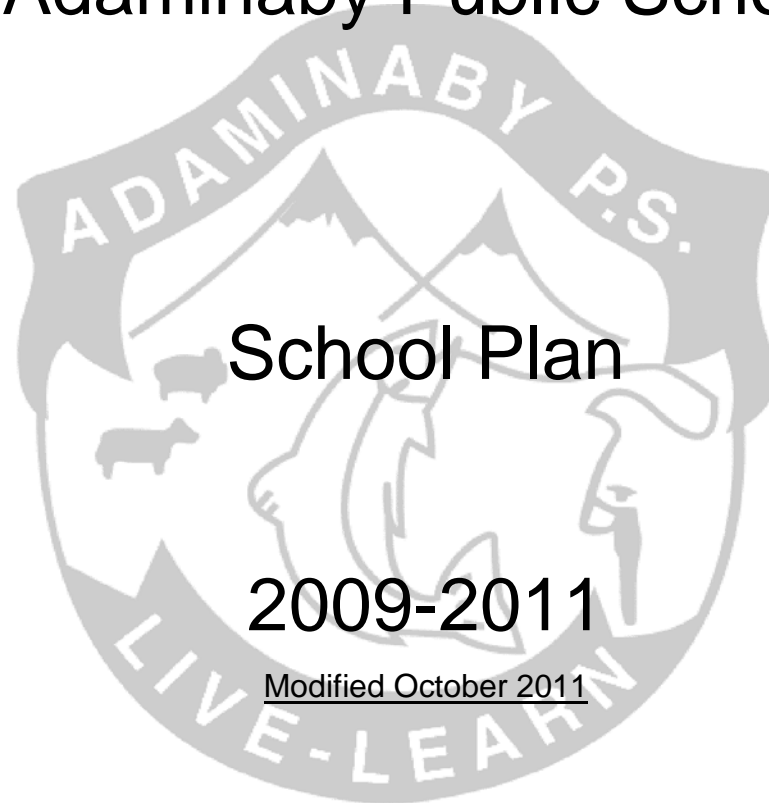




Adaminaby Public School



Adaminaby Public School Plan for 2009-2011

School context

Adaminaby Public School is located on the northern Monaro, in the Snowy Mountains, approximately 50 kilometres north west of Cooma. It is a small school which provides a wide range of experiences in all Key Learning Areas with an emphasis on developing Literacy and Numeracy skills. The school provides education for students drawn predominately from the rural areas of the northern Monaro. There is a total of 18 families with 28 students enrolled in 2009. The school structure consists of multi-grade classes with two full-time classroom teachers and one part time support teacher, in addition to a school administrative manager. The area is drought affected and enrolments have begun to decline. The school receives Country Area Program funding which provides additional funding support for rural and isolated schools. From the beginning of 2010 the school received additional funding through the National Partnership – Low SES Program.

Priority Areas (3 Year horizon)

- Literacy- to continually raise the Literacy standards of all students
- Numeracy- to continually raise the Numeracy standards of all students
- Technology / Connected Learning – to enhance students learning through the integration of technology across all KLAs.
- Personal Development Health and Physical Education – To improve the fitness and fundamental movement skills of all students
- Building Learning Partnerships- to promote ongoing professional growth of staff through shared programming and assessment through the Monaro Small Schools Network
- Aboriginal Education- To develop a deep understanding of Aboriginal culture and reflect through interaction, educational programs and partnerships.

Targets (1 year horizon 2011)

1. The number of students reading at or above grade level will increase from 75% to 80% or above.
2. To increase the number of students achieving at or above grade level in writing from 67% to 75%.
3. All Year 5 students will be in the top 3 bands for reading, writing, spelling and grammar & punctuation compared to when these same students were in Year 3 (reading and grammar & punctuation – top 4 bands, writing and spelling – top 3 bands)
4. Increase the number of students achieving at or above grade level from 67% to 80%.
5. All students in year 5 will demonstrate expected growth in numeracy as measured by NAPLAN, compared to 50% who grew as expected in 2010
6. All year 5 students will be in the top 2 bands for numeracy as measured by NAPLAN. When these same students were in year 3 they were in the top 2 bands for numeracy as measured by NAPLAN
7. Establish students attendance rate above state average. 2009-2011 Aboriginal students' learning outcomes will match the outcomes of the broader student population
8. Quality Teaching principles to enhance teachers' understanding of learning theories are evident in classroom practise and through the TARS process
9. 2009-2011 programmes and practices reflect effective implementation of all dimensions of the NSW QT model

The plan has been endorsed and approved by:

Principal:	Mark Wyatt	Date:		School Education Director:	Bob Aston	Date:	
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Principal's initials: _____

School Education Director's Initials _____



School Plan **School Priority Area: Literacy**

Intended Outcomes: To increase the number of students achieving at or above grade level in reading.
To improve student achievement in Literacy, including spelling and writing

Target/s:

1. The number of students reading at or above grade level will increase from 75% to 80% or above.
2. To increase the number of students achieving at or above grade level in writing from 67% to 75%.
3. All Year 5 students will be in the top 3 bands for reading, writing, spelling and grammar & punctuation compared to when these same students were in Year 3 (reading and grammar & punctuation – top 4 bands, writing and spelling – top 3 bands)

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
Increased number of students reading at or above grade appropriate levels as indicated by Benchmarks achieved by students.	X	X	X	<ul style="list-style-type: none"> • Explicit teaching of inferential questioning by connecting information from text and identification of text purpose using the STARS and CARS resources and Reading boxes. • Promote Home Reading for all students with continued purchasing of quality high interest literature. • Conduct reading workshops for parents to assist in supporting students with reading at home. • Conduct National Assessment Program in Literacy and Numeracy (NAPLAN) analysis to determine Literacy needs. • Implement an intensive reading program for students with needs, including students that need extending. • Carry out 'in school' benchmarking (PM benchmarking) at the following PM levels for each grade. <p>Kindergarten- Range 5-8 Year 1- 14 Year 4-26</p> <p>Year 2- 22 Year 5-28</p> <p>Year 3-24 Year 6-30</p>	2	Classroom teachers Principal	Global (Literacy) \$2000
	X	X	X		6		Global (Literacy) \$1000
	X	X			6		
	X	X	X		5		Low SES Partnership Release Day \$375
	X	X	X				
	X	X	X				Intensive Literacy CAP \$6000

Improved results in school-based and NAPLAN assessments, 1 skill band level or higher in Writing .		X		<ul style="list-style-type: none"> • Provide professional development in Reading Recovery, to assist students develop positive reading habits. • Explicit teaching of text types, sentence structure and punctuation using exemplar resources. • Develop criterion referenced assessments through joint planning. • Explicit teaching of writing, with a focus on grammar and punctuation, through levelled groups and intensive work, professional development, professional meetings and consultancy. • Complete the Literacy Survey on the PLLD website to develop an analytical framework for further planning. 	1,3,4	Classroom teachers	Global (Literacy) \$1000 TPL Release/ Consultant Fees CAP \$7000 Global (Literacy) \$1200 (release) Global (TPL) \$1200
	X	X	X		2		
	X	X	X		5		
			X		2, 3,4,6		
Improved results in NAPLAN assessments, 1 skill Band or better in Spelling .	X		X	<ul style="list-style-type: none"> • Develop whole school phonics program encompassing etymology and spelling rules. • Develop whole school phonemic awareness program using THRASS and Sound Waves Resources, including etymology and spelling rules for the senior class. Included is in house training and updated training. • Develop school tracking sheets to monitor understanding of phonemes using diagnostic testing – South Australian Spelling, Criterion Base Spelling test. • Plot students on a literacy learning continuum as they achieve outcomes, while utilising NAPLAN and Best Start teaching links to syllabus to explore strategies to support students in moving towards proficiency bands. 	1,2	Classroom teachers Principal	Global (Literacy) \$1000
		X					
	X	X	X		5		
	X	X	X				

School Plan

School Priority Area:

Numeracy

Intended Outcomes:

To increase the number of students achieving at or above grade level in the number strand.

Target/s:

1. Increase the number of students achieving at or above grade level from 67% to 80%.
2. All students in year 5 will demonstrate expected growth in numeracy as measured by NAPLAN, compared to 50% who grew as expected in 2010
3. All year 5 students will be in the top 2 bands for numeracy as measured by NAPLAN. When these same students were in year 3 they were in the top 2 bands for numeracy as measured by NAPLAN

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source	
	'09	'10	'11		Reform Area			
Improved results in school-based assessments and NAPLAN—improve 1 skill band or greater.	X	X	X	<ul style="list-style-type: none"> • Use SMART package to analyse areas that need developing. • Employ use of Newman's analysis to develop Working Mathematically habits, with the assistance of Numeracy Consultant. 	4, 5	Classroom Teachers Principal Numeracy Consultant	Low SES Partnership Release Day \$375	
	X	X	X				<ul style="list-style-type: none"> • Provide teacher professional learning in 'Working Mathematically' strategies. 	1,3
			X	X	<ul style="list-style-type: none"> • Employ a teacher 1 day a week to become the "Count Me in Too" (CMIT) specialist in the school. 		1	
			X	X	<ul style="list-style-type: none"> • Continue with CMIT with refresh update training for new staff. 		1,3,4	
	X	X	X	X	<ul style="list-style-type: none"> • Use CMIT experts to help analyse Schedule for Early Number Assessment (SENA) and up skill staff. 		1	Low SES Partnership \$15000
			X	X	<ul style="list-style-type: none"> • Provide training and implement Taking off with Numeracy (TOWN), using local Numeracy Leaders as Consultants. 		1,3,4	
			X	X	<ul style="list-style-type: none"> • Numeracy Leader to co ordinate workshops and implementation of numeracy programs. 		1,3,4	
							1,2,3,4,6	Principal Release Low SES Partnership \$1125

Tracking records for all students K-6, using SENA, PAT Maths and the Numeracy Learning Continuum have been developed.

X	X	X	<ul style="list-style-type: none"> Expand mathematics resources to be used with IWB technology,(including web based providers such at Rainforest Maths and Mathletics) Explicit teaching of Number each term through CMIT activities, using the Newman’s Analysis model, having a scope and sequence for all strands of mathematics and using numeracy expertise within the school, the greater Monaro area and the region. Conduct parent workshops to support students at home. “Parents Count Too” information in Newsletter. Use Quality Teaching (QT) Learning Model and Thinking Tools in planning, programming and assessment strategies. Conduct stock take of numeracy resources. Complete the Numeracy Survey on the PLLD website to develop an analytical framework for further planning. 	6	Classroom Teachers Principal	Global (Numeracy) \$2500
X	X	X		6		
	X	X				
X	X	X		6		
	X	X				
X	X	X	<ul style="list-style-type: none"> Pre and post assessment of all students in all stands of Mathematics. Use Progressive Achievement Tests (PAT) Maths assessment Kit to track progress of all students 3-6. Use SENA to determine the needs and track the development of all students. Continue to update the school based tracking system to monitor student’s progress. Plotting students on the Best Start Continuum for Numeracy. 	2	Classroom Teachers	
	X	X				
X	X	X		5		
X	X	X		5		
X	X	X		5		
X	X	X	5		Low SES Partnership Principal/ Teacher Release \$2250	

School Plan

School Priority Area: *Student Engagement and Retention*

Intended Outcomes: School primary data sheet will reflect improved attendance levels. Teachers will continue to utilise the Quality Teaching model to enhance student engagement and retention.

Target/s:

1. Establish students attendance rate above state average

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
Improved attendance rates matched to school education area average.	X	X	X	<ul style="list-style-type: none"> • Provide information to families about the attendance of their children through reports. • Provide Department of Education and Training information through newsletter on importance of attendance. • Recognise students without absences with Merit Certificates each term. • Reinforce inclusive playground program. • Continue implementation of FISH philosophy. • Continue to refine Adaminaby Achievers Positive Behaviours Program. • Foster leadership potential in all students through added responsibility in the school (eg Roster of roles each week) and classroom and school discussions. • Student leaders to continue more active roles in school assemblies. • Train Peer Support leaders with students from a larger Monaro school. • Implement Peer Support program. • Student leaders to attend the National Young Learners conference in Sydney in term 12011, followed by leadership days on the Monaro. 	6	Principal	Global (Office Supplies) \$1000
Improved student behaviour and self-esteem.	X	X	X		6	Classroom Teachers	No budget required.
Enhanced Student Leadership. Greater student participation in leadership activities.	X	X	X		2,3,4,6	Principal Classroom teachers	
	X	X X X	X X X	3, 4, 6	Principal	Global \$1000	

School Plan

School Priority Area: Aboriginal Education and Training

Intended Outcomes: Raise awareness of the needs and aspirations of Aboriginal students in communities and enhance partnerships with the Aboriginal community

Target/s:

1. 2009-2011 Aboriginal students' learning outcomes will match the outcomes of the broader student population

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
Improved learning outcomes for Aboriginal students.	X	X	X	<ul style="list-style-type: none"> Develop Personal Learning Plans for all Aboriginal students. (At present the school has no Aboriginal students). 	4 4	Principal Classroom teachers Parents Students	No budget required.
Deeper cultural awareness of the local Aboriginal community within the whole school community.	X	X	X	<ul style="list-style-type: none"> Enhance community partnerships, including community elders and significant members of the local area – Rod Mason (National Parks and Wildlife Service) and Rod Slockee (Batemans Bay Regional Office). Undertake Cultural Awareness Training with support from Local Elders and DET Personnel. Ensure acknowledgement of country is given during all formal meetings and assemblies. Ensure all staff are aware of the Department's Aboriginal Education and Training Strategy 2009 - 2012 	6	Principal Classroom teachers Local Aboriginal Elders & DET Consultants	No budget required.
Strengthened teaching and learning strategies to meet the needs of all learners, particularly Aboriginal students.	X	X	X	<ul style="list-style-type: none"> Identify learning needs and styles of Aboriginal students. Provide staff with Professional Development opportunities to deepen their knowledge and cultural sensitivities in regards to the needs of Aboriginal students. Provide Aboriginal perspectives in units of work at school. 	4 2	Principal Classroom teachers	No budget required. TPL funding as required.

School Plan

School Priority Area:

Teacher Quality (QT)

Intended Outcomes:

The consistent attainment of Quality Teaching principles and Professional Learning across the curriculum

Target/s:

1. Quality Teaching principles to enhance teachers' understanding of learning theories are evident in classroom practise and through the TARS process.
2. 2009-2011 programmes and practices reflect effective implementation of all dimensions of the NSW QT model.

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
Professional learning plans have been developed.	X	X	X	<ul style="list-style-type: none"> • Implement the NSW Professional Teaching standards, measurable through the Teacher Assessment and Review Schedule (TARS) process. • Provide opportunities for professional learning within the Monaro Education Learning Circle. • Provide Professional Development for teaching staff based on Professional Learning Plans and areas of need. 	1,2,5	Principal Classroom teachers	Low SES partnership Principal Release \$2250.
TARS process indicates that staff are using the QT model.	X	X	X	<ul style="list-style-type: none"> • Foster a collegial network within and across the Monaro Small Schools Network. • Teachers develop personalised professional learning plans to enhance whole school improvement. 	1,2		Principal Classroom teachers
					1,2,3,4,5		
					1,2		
					1,2,5		

Continue to implementing Quality teaching learning model in all KLAs and encourage preferred learning styles.	X	X	X	<ul style="list-style-type: none"> • Staff jointly attend professional development workshops with a particular emphasis on maintaining and enhancing Quality Teaching strategies to embed Learning Model practices. • Provide professional support to all staff. 	1,2	Principal	Low SES partnership Principal Release. \$2250
Clear communication to the community through workshops, forums, interviews and newsletter.		X	X	<ul style="list-style-type: none"> • The principal, in partnership with the teaching staff, will coordinate opportunities to communicate what is happening at school, to build parent/ school/ community partnerships through workshops, forums, interviews and newsletter. 	1, 3, 6		Low SES partnership Principal Release \$4500
Principal has enhanced leadership skills – evidence presented at PARS meetings.		X	X	<ul style="list-style-type: none"> • The Principal will participate in the Illawarra and South East Region 'Consultant Leaders' Program. • Develop, implement and expand a leadership network with partner schools in the Monaro Small Schools Network. • Train Staff members, using core material from Team Leadership for School Improvement K-12, in the elements of Teacher Quality, Teachers as Leaders and participate, as a school, in Teacher Feedback and student feedback support sessions. 	2, 5 6	Principal Small school network	Previously Funded

School Plan

School Priority Area: *Connected Learning*

Intended Outcomes: Integrating innovative ICT into learning activities across all KLAs. Increased use of digital resources for teaching and learning, and enhancing Teacher Professional Learning opportunities for staff in the use of ICT

Target/s:
 1. To continue to implement the use of Interactive Whiteboards. Teachers will be confident in the use of IWB and have resources developed from interaction in Small Schools Network

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
Increased confidence to integrate Information & Communication Technology (ICT) in classroom programs and practice.	X			<ul style="list-style-type: none"> Conduct whole school Interactive White Board (IWB) Teacher Professional Learning day in Term 1 in the development of flipcharts using Active Studio. 	1,2	Principal Classroom teachers	
Improved access to computers and associated technology by whole school community.				<ul style="list-style-type: none"> Improve student access and capacity to use ICT to enhance their learning through employment of a teacher to focus in ICT with literacy and numeracy. Develop the capacity of teachers to use ICT to improve teaching and learning in the classroom, as evidenced by effective use of Wikispaces, video conferencing and IWB use across the Monaro Small Schools Network (MSSN). Purchase of Hardware needed to ensure access to ICT in reliable and equitable. 	1,2,3	Principal Classroom teachers	Global (Computer Co-coordinator) \$1873. Global (ICT) \$1200 Global (Numeracy) \$3000
	X	X	X				1,2
Effective use of interactive classroom technologies.	X			<ul style="list-style-type: none"> Audit and administer appropriate modifications to prepare Library for interactive classroom technologies – Connected Classrooms (Infants Classroom). 		Principal Classroom teachers	

	X	X	X	<ul style="list-style-type: none"> Share programming and assessment responsibilities to ensure consistent teacher judgement is maintained across the Monaro Small Schools Network (MSSN). 	2	Principal Classroom teachers	
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School Plan

School Priority Area: Country Areas Program (CAP)

Intended Outcomes: Provide access to programs that are not available due to geographic isolation

Target/s:

1. Teacher Professional learning to address issues of geographic isolation. The Quality Teaching and Learning model will be reflected through the teaching and learning experiences in Technology.
2. To provide access to a playgroup services not available to the community due to isolation.

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform Area		
A whole school focus on Professional Development (PD), particularly in Information & Communication Technology ICT and the Quality Teaching Framework (QTF) has been implemented	X	X		<ul style="list-style-type: none"> • Classroom teachers to attend QT • Participate in QTF CAP initiatives and workshops. • Visit to CAP school on Far South Coast to observe QT strategies. 	2,3,6	Principal Classroom teachers	
	X	X			1,3,4		
Evidence of students using digital music	X			<ul style="list-style-type: none"> • 1 day professional development with digital music expert. • 1 day workshop with digital music expert for all students. 		Principal	

Improved results in school-based assessments and NAPLAN—improve 1 skill band or greater.	X	X	X	<ul style="list-style-type: none"> Employ a teacher on a short term basis to team teach across the school to help cater for a variety of needs in literacy and numeracy. Employ a teacher for ½ day a week to team teach and support class teachers with intensive and extension work for targeted students. Explicit teaching of writing, with a focus on grammar and punctuation, through levelled groups and intensive work, professional development, professional meetings and consultancy. 	4 1,3,4 2,3,4,6	Principal Classroom teachers	CAP \$6000 CAP \$7000 Global (Literacy) \$1200 Global (TPL) \$1200
	X	X	X	<ul style="list-style-type: none"> Conduct workshops on performance/ dance movement, building self confidence and enhancing coordination. This workshop will target K-6 and their communities. Provide a playgroup program with a focus around literacy and numeracy, to try and lift the skills of incoming kindergarten students. 	6 3,4,6	Principal Classroom teachers	Low SES \$6000

School Plan

School Priority Area: *Other Key Learning Areas*

Intended Outcomes: Develop skills and attributes in the key learning area of CAPA, PDHPE, Science and Technology and HSIE

Target/s:

1. All students achieve and sustain age appropriate fitness through age appropriate assessment tools.
2. A rigorous Science and Technology and HSIE syllabus is evidenced by teaching/learning strategies in teachers programs.

Indicators	Time Frame			Strategies	Low SES	Responsibility	Resource Allocation & Funding source
	'09	'10	'11		Reform area		
Students undertake a successful public performance incorporating music, drama and dance.	X	X	X	<ul style="list-style-type: none"> • Students continue to participate in a music program learning about all elements of music. • Drama and performing arts workshops to be conducted by Creative and Practical Arts (CAPS) expert. • Continuation of daily fitness or Physical Education program. • Staff participation in Australian Government Quality Teaching Program Fundamental Movement Skills / Middle Years program. • Continuation of the Active After School Sports Program (AASP). • Staff complete Scope and Sequence and writing K-6 Connected Outcome Groups (COGS) units encompassing Science and Technology and HSIE. • Use of MSSN Wiki for shared programming and resources. • Professional writer for student workshop on script writing. • 1 day drama workshop with drama expert. 	3,6	Principal Music Teacher	\$6000 Low SES
Students will improve their gross motor and fundamental movement skills.	X	X	X		3,6	Principal Classroom Teachers AASP Co-ordinator	AASP funding.
Scope and Sequence for Science and Technology and Human Society and Its Environment (HSIE) to be evaluated.	X				3	Principal Classroom teachers	
Support for Creative Arts performances.	X				3	Principal Classroom teachers	