NSW GOVERNMENT | Education & Communities

Adaminaby Public School

School Plan

2012-2014

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 are a total of 15 families with 20 students enrolled in 2012. The school structure consists of one multi-grade class and two part time support teachers, along with a school administrative manager. The area is drought affected and enrolments have begun to decline. The school receives Country Areas Program funding which provides additional funding support for rural and isolated schools. From the beginning of 2010 the school received additional funding through the Low Socio-economic Status School Communities National Partnership (Low SES NP).

Priority Areas and Intended Outcomes (3 year horizon)

- Literacy – to continually raise the literacy standard of all students
- Numeracy - to continually raise the numeracy standard of all students
- Curriculum and Assessment - higher expectations of student performance leading to improved learning outcomes
- Student Engagement and Retention - focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential
- Leadership at all levels - to build leadership capacity of all stakeholders

Targets

1. Maintain the number of students K-6 reading at or above grade level. (Baseline 83% - 2011)
2. To increase the number of students achieving at or above grade level in writing from 67% to 75%.
3. Individual Year 5 students will achieve at or above expected growth in Spelling and Grammar and Punctuation as measured by 2012 NAPLAN data.
4. Maintain the number of K-6 students achieving at or above year level (baseline 75%)
5. Individual Year 5 students will achieve at or above expected growth in overall Numeracy as measured by 2012 NAPLAN data.
6. All Teachers are aware of the national curriculum and have begun to prepare for the implementation.
7. Teacher's programs and practices will reflect effective implementation of all dimensions of the QT framework and include aspects of Consistent Teacher Judgement and effective quality feedback.
8. Maintain Student attendance rate at or above state average.
9. Skills and attributes of CAPA and PDHPE will be developed and evidenced in teachers programming.
10. Increase the number of families accessing the school's playgroup service.
11. Improved teacher and school leader capacity to support sustainable school improvement and student learning.
12. Increased parent involvement in whole school planning and evaluation.
13. Improved student leader capacity to advocate for their school community and contribute to promoting student engagement.

The plan has been endorsed and approved by:							
Principal:	Shannan Salvestro	Date: 30/3/12	*SSalvestro*	**School Education Director:**	Paul Morris	Date: 4/4/2012	*Paul Morris*

School Priority Area: *Literacy*

Targets:

1. **Maintain the number of students K-6 reading at or above grade level. (Baseline 83% - 2011)**
2. **To increase the number of students achieving at or above grade level in writing from 67% to 75%.**
3. **Individual Year 5 students will achieve at or above expected growth in Spelling and Grammar and Punctuation as measured by 2012 NAPLAN data.**

Strategies	Indicators	Time Frame			Low SES Reform Area	Budget Allocation
		'12	**'13**	**'14**		
• Use strategies from Literacy on Track and the Literacy Continuum to guide the learning and focus on individual students needs.	Literacy achievement is tracked and monitored through Literacy on Track and Best Start initiatives.	X	X	X	4	
• Implement Best Start processes	Analyse external and internal data to identify aspects of individual student literacy that needs improvement measures.	X	X	X	4	$300 Global (Literacy)
• Plot students on the Literacy Continuum as they achieve outcomes		X	X	X	4	
• NAPLAN item analysis used to monitor teaching for and achievement of specified targets.	Teaching programs reflect regular use of teaching strategies from SMART data.	X	X	X	4	
• School scope and sequence for literacy used as a guide to ensure comprehensive teaching of all syllabus outcomes.		X	X	X	5	
• Implement an intensive reading program for students with needs using MULTILIT, facilitated by parent helpers.	Improved student achievement in reading Parents and community involved in lifting student literacy levels	X	X	X	4	
• Carry out in school benchmarking using PM Benchmarking with expected levels as follows: Kindergarten – level 5 Year 1 – level 14 Year 2 – level 22 Year 3 – level 24 Year 4 – level 26 Year 5 – level 28 Year 6 – level 30	Higher reading levels for all students as measured by Reading levels with the expectation that all students will meet or exceed benchmarked levels.	X	X	X	4	

Strategies	Indicators					Budget
• Explicit teaching of inferential questioning and a variety of comprehension strategies, including the use of the Stars and Cars program, and Reading Boxes.	Focused comprehension strategies are reflected in class programs and practice	X	X		4	$500 Global
• Develop and implement interactive reading activities, using programs such as Reading Eggs and iPad applications.	Increased staff capacity to develop quality comprehension resources.	X	X		3	$5000 NP low SES
• Promote home reading for all students by purchasing quality high interest literature, monitored by reading logs and focus on Premier's Reading Challenge. Encouraged and rewarded through the school newsletter.	Parents and community involved in lifting student literacy levels.	X	X		6	$3000 Global
	Information provided to parents/ carers on the literacy programs in the school.	X	X		6	$150 NP low SES
• Develop a Holiday Reading is Rad program.	Literacy learning supported at home.	X	X		4	
• Focus on levelled guided reading groups, implementing Reading Recovery Strategies.						$2000 NP low SES
• Implement Accelerated Literacy strategies	Improved results in school-based and NAPLAN assessments in writing.	X	X		3	
• Explicit teaching of writing, through levelled writing groups.	Class programs reflect quality teaching strategies for writing.	X	X		4	
• Utilise High Country Learning Model to teach planning tools and strategies.	Increased utilisation by students of planning strategies for writing.	X	X		3	
• Continue to implement a whole school spelling program using THRASS and Soundwave resources.	An improvement in spelling standards for every student as shown by internal and external data.	X	X		4	$200 Global
• Focus on explicit teaching of Grammar and Punctuation across K-6.	Improved results in NAPLAN assessments, 1 skill band or greater in Spelling and Grammar and Punctuation.	X	X		4	$300 Global
• Interactive Spelling activities developed for all grades. Resources available through school server, internet and iPads	An improvement in grammar standards for every student as shown by in class assessments.	X	X		4	
• Individual targets set and strategies developed for meeting the needs of indigenous students in literacy.	Use of technology to improve literacy skills of students and improve efficacy of teaching with staff.	X	X		4	
	A PLP developed for each Aboriginal student.					

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School Priority Area: *Numeracy*

Targets:

1. **Maintain the number of K-6 students achieving at or above year level (baseline 75%)**
2. **Individual Year 5 students will achieve at or above expected growth in overall Numeracy as measured by 2012 NAPLAN data.**

Strategies	Indicators	Time Frame			Low SES Reform Area	Budget Allocation
		'12	'13	'14		
• Use SMART package to analyse areas that need developing.	Analyse external data to identify aspects of individual student numeracy that need improvement measures.	X	X	X	4	
• Use SENA to determine the needs and track the development of all students	School assessment shows growth towards individual learning goals	X	X	X	4	
• Employ a teacher 1 day per week to allow small intensive maths groups.		X	X	X	2	$27500 NP low SES
• Continue to support professional learning in Count Me In Too and Counting On programs	Developed numeracy expertise of current staff.	X	X	X	1	$1200 TPL
• Explicit teaching of Number each term through CMIT activities	Count Me In Too strategies are evident in lessons.	X	X	X	4	$1600 Global
• Focus on explicit teaching of all numeracy strands.		X	X	X	4	
• Develop K-6 assessment tasks to focus on knowledge and skill development in Measurement / Space & Geometry	Increased staff capacity to develop quality assessment tasks that focus on Measurement / Space & Geometry knowledge and skills. Student achievement tracked against Measurement Framework and teaching learning plans directed through assessment for learning practices	X	X	X	5	
• Implement Quality Learning processes to support	Students tracking and monitoring own learning in mathematics through the use of quality learning strategies –	X	X	X	3	

student engagement and student self regulation and direction.	demonstrating independent work / study behaviours					
• Employ the use of Newman's error analysis to develop Working Mathematically skills.	Improved student achievement in working mathematically	X	X	X	4	
• Focus on explicit teaching of problem-solving strategies.		X	X	X	4	
• Ensure that the language of maths is varied and understood through delivering questions in a variety of ways.	Quality teaching and learning practices in all mathematics lessons are demonstrated and linked with overall literacy.	X	X	X	4	
• Engage with Monaro Small School's Network to build staff capacity in quality planning, teaching, assessing & reporting in numeracy.	Teaching programs reflect regular use of teaching strategies from SMART to meet individual needs in numeracy Class programs and practice reflect all aspects of the NSW QT Framework	X	X	X	5	$1600 CAP
• Initiatives to increase parent involvement and understanding of learning programs.	Parents provided with information about children's numeracy achievements. Information provided to parents/ carers on the numeracy programs in the school.	X	X	X	6	
• Interactive numeracy activities developed for K-6, utilising resources such as Rainforest Maths, Study Ladder, TaLe and CMIT websites and iPad applications.	Use of technology to improve numeracy skills of students and improve efficacy of teaching with staff	X	X	X	4	
• Individual targets set and strategies developed for meeting the needs of indigenous students in numeracy	A PLP developed for each Aboriginal student	X	X	X	4	

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School Priority Area: *Curriculum and Assessment*

Targets:

1. **All Teachers are aware of the national curriculum and have begun to prepare for the implementation.**

2. **Teacher's programs and practices will reflect effective implementation of all dimensions of the QT framework and include aspects of Consistent Teacher Judgement and effective quality feedback.**

Strategies	Indicators	Time Frame			Low SES Reform Area	Budget Allocation
		'12	'13	'14		
• Professional learning / release time to prepare for implementation of National Curriculum, including review of School Plan		X	X	X	1	$3000 TPL
• Update School Assessing and Reporting policy and procedures to ensure alignment with National Curriculum content descriptions and achievement standards	Whole school collaboration to update school policy and procedures in curriculum and assessment	X	X	X	1	
• Foster a collegial network within and across the MSSN to develop collegial implementation plan for National Curriculum	Development of implementation plan, scope & sequences, teaching resources and class programs for the National Curriculum	X	X	X	1	
• Implement the NSW Professional Teaching standards, measurable through the TARS process	Continue to implementing quality teaching learning model in all KLAs and encourage preferred learning styles	X	X	X	2	
• Teachers develop personalised professional learning plans to enhance whole school improvement	Professional learning plans developed	X	X	X	2	
• Provide professional learning for teaching staff based on professional learning plans and areas of need		X	X	X	2	$2400 TPL

School Priority Area: *Student Engagement and Achievement*

Targets:

1. **Maintain Student attendance rate at or above state average.**
2. **Skills and attributes of CAPA and PDHPE will be developed and evidenced in teachers programming.**
3. **Increase the number of families accessing the school's playgroup service.**

Strategies	Indicators	Time Frame			Low SES Reform Area	Budget Allocation
		'12	'13	'14		
• Provide information to families about the attendance of their children through reports	Improved attendance rates matched to school education area and state average	X	X	X	6	
• Provide DEC information through newsletter on importance of attendance		X	X	X	6	
• Recognise students without absences with merit certificates each term	Improved student behaviour and self-esteem	X	X	X	6	
• Continue the Peer Support Program		X	X	X	3	
• Continue to refine Adaminaby Achievers Positive Behaviours Program		X	X	X	3	
• Implementation of daily fitness and physical education program	Students will improve their fitness levels, gross motor and fundamental movement skills	X	X	X	3	
• Continuation of the Active After School Sports Program	Increased student involvement in community sports	X	X	X	6	
• Implement a weekly music program	Students undertake a successful public performances incorporating music, drama and dance	X	X	X	4	$6000 CAP
• Drama, dance and performing arts workshops to be conducted on a regular basis		X	X	X	4	

• Whole School Performance for the school and local community to be staged in term 3 of 2012 and to continue each alternate year	Students will improve their performance skills from performing in front of a live audience and increase their confidence levels					$1500 Global
• Art Show to be established and conducted in term 3 of 2013 and to continue each alternate year	Students success will be celebrated with the community, increasing links between community and school					$500 Global
• Weekly woodwork program for 3-6 students	Engagement in hands on activity to boost students sense of achievement	X	X	X	4	$4000 NP low SES
• Cooking workshops implemented throughout the year by a chef, focusing on healthy eating and healthy lifestyle choices		X	X	X	4	$3000 NP low SES
• Continue to provide a playgroup program with a focus around literacy and numeracy, to lift the skills of incoming kindergarten students	Number of children attending play group	X	X	X	6	$1200 NP low SES
• Implement the Kids Matter framework over three years .	Increased social and emotional wellbeing of students, evidenced by actively maintaining respectful relationships and improved sense of belonging and inclusion	X	X	X		

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School Priority Area: *Leadership and Management*

Targets:

1. **Improved teacher and school leader capacity to support sustainable school improvement and student learning.**
2. **Increased parent involvement in whole school planning and evaluation.**
3. **Improved student leader capacity to advocate for their school community and contribute to promoting student engagement.**

Strategies	Indicators	Time Frame			Low SES Reform Area	Budget Allocation
		'12	'13	'14		
• Professional learning / release time to participate in planning and evaluation of school programs and practice, as well as analysis of student achievement data • Program delivery of the No Gap : No Excuse program to all staff members	Staff capacity to implement planning and evaluation processes that support whole school improvement	X	X	X	1	
• Examine school organisational structures to best support the continuous improvement of student outcomes	Effective organisational structures that optimise student learning outcomes	X	X	X	2	
• Provide professional learning support to aspiring executive staff and Early Career Teachers to meet accreditation requirements	Increased leadership capacity of executive staff Early Career Teachers meeting accreditation requirements	X	X	X	2	$500
• Establish systems and practice to promote authentic community involvement in school planning and evaluation	Increased involvement of community in decision-making and evaluation of school policy and practice	X	X	X	5	
• Foster leadership potential in all students through added responsibility in the school (eg Roster of roles each week)	Enhanced student leadership	X	X	X	6	
• Student leaders to continue more active roles in school assemblies		X	X	X	6	
	Greater student participation in leadership activities					

• Train Peer Support leaders with students from a larger Monaro school		X	X	X	6	
• Implement Peer Support program		X	X	X	6	
• Student leaders to attend the National Young Learners conference in Sydney in term one 2012		X	X	X	6	
• Implement the Kids Matter Framework	Increased positive involvement of school community	X	X	X		$750 TPL