

School Management Plan

2009 – 2011

School Priority Area:	LITERACY
Intended Outcomes:	<ul style="list-style-type: none"> School based data will show each student is achieving grade/stage appropriate outcomes for literacy External data (NAPLAN) will show the school is achieving in the top 20% (reading) and top 40% (writing) of the SEG by 2011
Target/s:	<p>2009 – Reading Focus</p> <ul style="list-style-type: none"> School wide Home Reading Program operating effectively 80% of K-2 students achieving Regional Reading level targets All students demonstrate improved levels of reading achievement All staff effectively incorporating Higher Order Thinking skills into reading lessons

Indicators	Time Frame			Strategies	Responsibility
	09	10	11		
<ul style="list-style-type: none"> All students achieving home reading targets, supported by parents 	X			<ul style="list-style-type: none"> Develop consistent approach to home reading K-6 + set targets for each grade + implement reward system + monitor and evaluate Parent workshop and communication to highlight importance of program Identify staff professional learning needs and access relevant T&D to ensure QTF implementation. <p>2009 – Intellectual Quality 2010 –Significance 2011 – Quality Learning Environment</p>	All staff
	X				Principal
	X	X	X		Principal
<ul style="list-style-type: none"> Classroom teaching practices and programs demonstrate Quality Teaching elements embedded into lessons 					

School Management Plan

2009 – 2011

<ul style="list-style-type: none"> • All students achieving individual reading level targets and showing at least one year's growth on Standardised Testing • Explicit and systematic teaching of H.O.T. skills is evident in reading lessons and programs • Rich assessment tasks in place for reading, incorporating H.O.T. skills. • Staff confident in making A-E judgements on reading tasks 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> • Benchmark all students K-6 and track progress • Use Best Start data for Kindergarten students • Allocate STLA time as required to assist students not meeting targets • Develop targeted STLA program to meet needs. • Implement staff development program in Higher Order Thinking skills – MI, De Bono, Gardiners, Pirozzo, etc. T1 • Staff develop trial and evaluate reading lessons incorporating H.O.T. skills T1/T2 • Staff develop trial and evaluate writing lessons incorporating H.O.T. skills • Staff develop, trial and evaluate Talking & Listening tasks incorporation H.O.T. skills • Use H.O.T. skills matrix to develop reading assessment tasks which allow students to demonstrate deep understanding and staff to make consistent A-E judgements. T3 • Repeat above process for writing tasks • Repeat above process of talking and listening skills 	<p style="text-align: center;">All staff Kindergarten Teacher STLA</p> <p style="text-align: center;">Class teachers & STLA. Principal to lead staff</p> <p style="text-align: center;">All staff</p> <p style="text-align: center;">Principal to lead staff</p>
---	-------------------------------------	----------------------------	---	--

School Management Plan

2009 – 2011

<ul style="list-style-type: none"> Class programs and practices reveal a balanced approach to literacy instruction in line with the syllabus 	X	X	X	<ul style="list-style-type: none"> Assess staff needs and access relevant T&D to ensure that teaching and learning programs demonstrate balance of modelled, guided, shared and independent tasks <ul style="list-style-type: none"> - Reading focus - Writing focus - Talking and Listening focus 	Principal
	X	X	X	<ul style="list-style-type: none"> Investigate possibility of shared professional learning with schools achieving high literacy results. <ul style="list-style-type: none"> - Reading focus - Writing focus - Talking and Listening focus 	Principal

School Management Plan

2009 – 2011

School Priority Area:	NUMERACY
Intended Outcomes:	<ul style="list-style-type: none"> School based data will show each student is achieving grade/stage appropriate outcomes for numeracy External data (NAPLAN) will show the school is achieving in the top 20% of the SEG by 2011
Target/s:	2009 <ul style="list-style-type: none"> Common approach to Numeracy teaching and learning is evident in programs, lessons and practices K-6 All students demonstrate improved levels of numeracy achievement

Indicators	Time Frame			Strategies	Responsibility
	09	10	11		
<ul style="list-style-type: none"> Numeracy assessments show growth for every student 	X			<ul style="list-style-type: none"> Develop assessment tasks for numeracy K-6 Develop tracking system for numeracy to monitor individual progress Use Best Start data to identify learning needs in Kindergarten Use SENA testing to identify needs in Yrs 1-6 	Principal to lead staff Principal Kindergarten teacher Yr 1-6 teachers
	X				
	X				
	X				
<ul style="list-style-type: none"> Classroom practices and programs demonstrate Quality Teaching elements embedded into lessons 	X			<ul style="list-style-type: none"> Identify staff PL needs and access relevant T&D to ensure QTF implementation including regional support 2009 – Intellectual Quality 2010 – Significance 2011 – Quality Learning Environment	Principal and all staff
	X	X			
	X		X		
	X			<ul style="list-style-type: none"> Allocate staff development sessions to ongoing dialogue and evaluation of QTF practices 	Principal and all staff

School Management Plan

2009 – 2011

<ul style="list-style-type: none"> • Parents report clearer understanding and ability to assist children at home with numeracy tasks • Class programs + practises demonstrate focus on hands-on, problem solving activities in every lesson. 	<p style="text-align: center;">X X</p> <p style="text-align: center;">X</p>		<ul style="list-style-type: none"> • Provide parent information sessions on current maths practices. T2 /T3 • Maths “Open Day” at school to demonstrate “hands on” maths to school community. T2/T3 • Develop & implement programming proforma to encourage staff to detail hands on learning in programs. • Share maths programs to develop shared understanding and to utilise available staff expertise. • Monitor programs and provide assistance where necessary. • Provide opportunities for team-teaching and professional dialogue re: maths lessons 	<p style="text-align: center;">Principal</p> <p style="text-align: center;">All staff</p> <p style="text-align: center;">Principal/A.P.</p> <p style="text-align: center;">All Staff</p> <p style="text-align: center;">Principal</p> <p style="text-align: center;">All staff</p>
--	--	--	--	---

School Management Plan

2009 – 2011

School Priority Area:	TECHNOLOGY
Intended Outcomes:	<ul style="list-style-type: none"> Increased use of ICT is engaging all students and teachers in Quality Teaching and Learning
Target/s:	2009 <ul style="list-style-type: none"> Technology skills program developed K-6 Two classrooms set up to effectively teach technology skills One classroom set up and effectively using interactive whiteboard

Indicators	Time Frame			Strategies	Responsibility	Resource Allocation & Funding Source
	09	10	11			
<ul style="list-style-type: none"> Technology skills program developed for all stages 	X			<ul style="list-style-type: none"> Research, develop K-6 technology skills program 	Principal	Identify technology expertise – teachers, tech advisors, etc
<ul style="list-style-type: none"> Technology skills program implemented K-6 	X	X	X	<ul style="list-style-type: none"> Gradual implementation as resources become available Two classes set up and implementing program Remaining classes set up and implementing program 	Two senior class teachers All staff	
<ul style="list-style-type: none"> Students demonstrate grade/stage appropriate skills based on program 		X	X	<ul style="list-style-type: none"> Develop assessment tasks, trial and refine Develop tracking system K-6 for technology skills 	All staff Principal to lead staff	
<ul style="list-style-type: none"> Increased technology resources, access and usage by all staff and students 	X	X	X	<ul style="list-style-type: none"> Purchase and install initial Smartboard Purchase further boards as funds available – investigate grants, donations, fundraising, etc Centralise current computers into two classrooms 	Principal Principal Principal	
						P&C Funds Donations, Grants, Fundraising Computer funds

School Management Plan

2009 – 2011

	X	X	X	<ul style="list-style-type: none"> • Purchase additional computers as funds available. Also other ICT – digital media, laptops for staff 	Principal	Computer Co-ordinator Allocation Donations, Fundraising
		X	X	<ul style="list-style-type: none"> • Gradually setup remaining classrooms for ICT teaching and learning 	Principal	
	X	X	X	<ul style="list-style-type: none"> • Investigate staff Professional learning needs and access relevant T&D 	Principal	
	X	X	X	<ul style="list-style-type: none"> • Dedicate some staff development sessions to sharing of ICT skills, knowledge, lessons, etc 	Principal	
	X	X	X	<ul style="list-style-type: none"> • Investigate available resources: TALE, CAP, CLI, etc 	All staff	

School Management Plan

2009 – 2011

School Priority Area:	ENVIRONMENT
Intended Outcomes:	<ul style="list-style-type: none"> The school community is actively involved in promoting environmentally sustainable & responsible living practices.
Target/s:	2009 <ul style="list-style-type: none"> School Environmental Management Plan (SEMP) developed and implementation begun Students K-6 involved in garden program

Indicators	Time Frame			Strategies	Responsibility
	09	10	11		
<ul style="list-style-type: none"> School staff, students and community involved in writing SEMP 	X			<ul style="list-style-type: none"> Form environmental committee Research other school SEMPS Survey Blacksmiths needs/local issues Write SEMP Gradual implementation Investigate available community assistance to begin using on-site greenhouse Write grant applications to relevant bodies/groups to source plants and resources Start "Green Gardeners" group Assign each class an area of responsibility (water, paper, energy, etc) Develop units of work K-6 Evaluate work in other KLA's to incorporate environmental issues where relevant 	Principal, interested staff, community members and students
<ul style="list-style-type: none"> SEMP implemented 	X	X	X		
<ul style="list-style-type: none"> Students K-6 involved in garden program 	X	X	X		
	X	X	X		
		X	X		
<ul style="list-style-type: none"> All students K-6 involved in environmental program, with community support 	X	X	X		
		X			
		X			
		X			
		X			