School Management Plan

Mandurama Public School

2012 – 2014
## School Priority Areas 2012 – 2014 - 3 Year Horizon

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## Public Schools NSW – Strategic Directions 2012 - 2014

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<th>Low Socio-Economic Reforms</th>
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<td>Reform 1: Incentives to attract high performing principals and teachers.</td>
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<td>Reform 3: School operational arrangements that encourage innovation and flexibility.</td>
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## School Context

Mandurama Public School is a small, P5 rural school located in the Orange region. The school is located 30km from Blayney and has a strong partnership with other Heritage Schools. The school caters for the needs of students in Kindergarten to Year 6 from the village of Mandurama and the surrounding areas. Mandurama Public is well resourced, set in attractive gardens with two air conditioned/heated classrooms, has a well established library and an office building. The school is supported by a small, but energetic and devoted parent body and generous support from the wider community. The school is currently supported by National Partnerships - low socio economic funding which will run until mid 2013. Mandurama Public School is a friendly, welcoming school, where students have the potential to develop leadership skills and become responsible and respected community members.

## Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

- To raise the accuracy of spelling, grammar and punctuation in students' writing which will be reflected in growth in matched students for NAPLAN and school assessment procedures
- To increase the students' capacity to answer reading comprehension questions in relation to higher order thinking skills using the Bloom's Taxonomy model
- To embed language based strategies across all KLA's, in all teaching and learning programs
- To increase the student capabilities across all aspects of numeracy to provide a strong foundation for problem solving and thinking mathematically
- To join with like school groups to prepare the school for changes resulting from the implementation of the National Curriculum
- To utilise technology applications to provide additional experiences for students and harness expertise of outside school personnel
- To develop and establish internal assessment systems to monitor student growth consistently and identify areas of need
- To increase parental involvement and capacity through targeted workshops and clearer communication channels

## Principal: Helen Rutherford  Date: 2 December 2011  Endorsed by School Education Director: Paul Stirling  Date: 2 December 2011
<table>
<thead>
<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
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| **Literacy**                     | 1.1 Raise the level of students K-2 achieving at least “satisfactory” comprehension responses in the reading benchmark kit from 7 out of 10 students in 2011 to 9 out of 10 students by November 2012  
1.2 Increase the score in punctuation spelling and sentence structure from a combined average of 6 out of a possible 17 in 2011 to 10/17 years 3-6 by November 2012 using the NAPLAN marking criteria for 2011 |
| **Numeracy**                     | 2.1 Increase the number of numeracy outcomes met by Stage 1 2 3 students by 30% ,from a base line established in February to the final assessment in November using the Nelson Numeracy assessment Kit |
| **Engagement and Attainment**    | 3.1 To increase the use of the Connected Classroom initiative so that at least two connected classroom lessons are conducted each term from a total of 2 in 2011  
3.2 Maintain current level of 100% of students transitioning to the Public High School System in 2012 |
| **Curriculum and Assessment**    | 4.1 Train staff in Australian Curriculum so that all staff are familiarised with at least English and Mathematics by December 2012 |
School Identified Priority Area: Literacy

Intended Outcomes: To raise the accuracy of spelling, grammar and punctuation in students' writing which will be reflected in growth in matched students for NAPLAN and school assessment procedures. To increase the students' capacity to answer reading comprehension questions in relation to higher order thinking skills using the Bloom's Taxonomy model.

Targets:
1.1 Raise the level of students K-2 achieving at least “satisfactory” comprehension responses in the reading benchmark kit from 7 out of 10 students in 2011 to 9 out of 10 students by November 2012.
1.2 Increase the score in punctuation spelling and sentence structure from a combined average of 6 out of a possible 17 in 2011 to 10/17 years 3-6 by November 2012 using the NAPLAN marking criteria for 2011.

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<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1.1    | - Employ SLSO .2 to reduce stage groups in the multi stage setting for literacy sessions  
- Employ Teacher .2 to consolidate key concepts in stage appropriate groups  
- Allocate casual days to release staff to monitor students progress  
- Conduct parent workshops to train parents as class reading tutors using regional personnel and school staff  
- Restructure Home reading program as a whole school approach  
- Purchase Gail Brown Designed Learning Literacy materials as a whole school approach with targeted teacher professional learning for all school staff  
- Incorporate comprehension using a Bloom’s Taxonomy approach into all Reading To Learn Cycles to cater for diverse learning needs  
- Train staff member over two years in Focus On Reading with a view to program implementation in 2013  
- Train staff member as trainer in Focus On Reading to provide support to interested Heritage School groups | Teacher and staff employed so stage groups are reduced  
Days allocated and assessment program annotated in the school calendar  
Workshops conducted and parents actively participating and providing support as classroom readers  
Parents have increased capacity to identify and implement successful reading strategies to assist students  
A greater percentage of years 3-6 participating in the home reading program  
Gail Brown strategies embedded in teaching programs across stages 1-3  
Blooms Taxonomy Questioning techniques embedded in teaching programs across all stages  
90% of students able to answer comprehension questions at a satisfactory level and meet Regional Reading Benchmarks by November 2012  
Students in years 3 and 5 successfully answering more difficult NAPLAN Reading Questions  
Internal assessments indicating that students are improving their ability to answer questions at an interpretive and applied level  
Training undertaken and initial planning phase developed | 2 | ✓ | Regional Personnel  
Teaching Principal  
Teaching staff |

| | Timeframe | Responsibility |
| | 2012 | 2013 | 2014 |
| | ✓ | ✓ | |

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<thead>
<tr>
<th>2012 Resource Allocation and Funding Source</th>
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| - $21030  
2 Teachers Wages |
| - $8328  
2 SLSO Support Staff |
| - Additional Casual days x3  
$1200 Release student assessment LSES |
| - Additional Casual days x6  
$2400 Release Focus On Reading program |
| - Resources Gail Brown  
$1000 LSES  
Global $1000 |
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<tr>
<th>Number</th>
<th>Strategies</th>
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| 1.2    | • Employ SLSO .2 to reduce stage groups in the multi stage setting for literacy sessions  
        • Employ Teacher .2 to consolidate key concepts in stage appropriate groups  
        • Allocate casual days to release staff to monitor students progress  
        • Establish a K-6 approach to writing analysis with one text type targeted each term  
        • Establish a K-6 approach to the teaching of spelling with the incorporation of the Sound Waves program and alignment with Jolly Phonics  
        • Student spelling growth monitored each term with the South Australian spelling test  
        • Provide marking training for staff using NAPLAN criteria  
        • Analyse student writing samples using a whole staff approach  
        • Establishing a grammar scope and sequence using Jolly Phonics as a base and linking with Reading To Learn Cycles |

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| Teacher and staff employed so stage groups are reduced  
Writing Assessment framework published and in place  
Spelling Scope and sequence K-6 established and incorporated into Reading to Learn Cycle with topic words  
Meetings held and whole school approach to writing samples Student writing samples indicate growth from February to November  
Scope and sequence established and incorporated into teaching and learning programs across K-6 |

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<tbody>
<tr>
<td>2</td>
<td>2012</td>
<td>✓</td>
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<tr>
<td>3</td>
<td>2013</td>
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<tr>
<td>4</td>
<td>2014</td>
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<tr>
<td>5</td>
<td>2015</td>
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<tr>
<td>6</td>
<td>2016</td>
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| Regional Personnel  
Teaching Principal  
Teaching staff |

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| Additional Casual days x3 $1200  
Release student assessment LSES  
Additional Casual days x2 Staff training marking writing LSES |
School Identified Priority Area: Numeracy

Intended Outcomes: To increase the student capabilities across all aspects of numeracy to provide a strong foundation for problem solving and thinking mathematically.

Target: 2.1 Increase the number of numeracy outcomes met by Stage 1 2 3 students by 30%, from a base line established in February to the final assessment in November using the Nelson Numeracy assessment Kit.

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<td>2.1</td>
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<td>Additional Casual days x3 $1200 Release student assessment LSES</td>
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|        | • Employ SLSO .2 to reduce stage groups in the multi stage setting for numeracy sessions  
• Employ teacher .2 to consolidate key concepts in stage appropriate groups  
• Allocate casual days to release staff to monitor students progress  
• Purchase Kit and train staff in applications  
• Develop teaching programs incorporating needs of students from results of assessment tasks  
• Adapting Newman’s Analysis framework into teaching and learning programs to foster effective problem solving techniques  
• Continuing with the Mathletics Program years 3-6 so students have home and school access  
• Staff member to attend Maths Matters | Internal assessments indicating students are improving in their capacity to problem solve  
Years 3 and 5 students answering the more difficult NAPLAN Numeracy assessment questions than in previous years  
Student work samples indicating a variety of strategies being employed to solve numeracy problems  
Students accessing Mathletics at home to further develop capabilities. | 2 | ✓ | ✓ | Regional Personnel Teaching Principal Teaching staff |
|        |            |            |             |           |               | Nelson Numeracy Assessment Kit $400 |
|        |            |            |             |           |               | $800 Global Funds Mathletics |
|        |            |            |             |           |               | TPL Funds Casual Days x3 |

Mandurama Public School  
Version: 15 November 2011
## School Identified Priority Area: Engagement and Attainment

### Intended Outcomes:
- To utilise technology applications to provide additional experiences for students and harness expertise of outside school personnel
- To increase parental involvement and capacity through targeted workshops and clearer communication channels

### Target:
1. **3.1** To increase the use of the Connected Classroom initiative so at least two connected classroom lessons are conducted each term from a total of 2 in 2011
2. **3.2** Maintain current level of 100% of students transitioning to the Public High School System in 2012

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| 3.1    | • Join with other schools to create Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support induction of early career teachers and coordinate professional learning networks  
• Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice  
• Meet with Heritage School Group to discuss/plan delivery of connected classroom lessons  
• Utilise connected classroom technology for joint meetings and mandatory training sessions  
• Conduct technology workshops for parents/carers  | Minimum of four connected classrooms sessions conducted  
All staff familiar with and confident in using the technology  
Students gaining the use of a broader classroom perspective  
Mandurama staff beginning to deliver lessons to other schools  
Workshops conducted –parents better equipped to assist with technology applications at home | 1&5 1 4 6 | ✓ | Technology Mentor  
Teaching Principal  
Classroom teachers | Low SES  
$2590  
$2119 |
| 3.2    | • Provide funds to Blayney High School to support release of staff to conduct the Transition Program for the Heritage Schools  
• Liaise with Blayney High School through the Heritage Schools Group  
• Publicise events/happenings at Blayney High School to prospective students | All students attending at least 4 sessions conducted by Blayney High School  
Links established with Year 7 coordinator prior to school entry  
Students establishing social networks outside the small school setting prior to High School entry | 1 6 | ✓ | Teaching Principal  
Blayney High School personnel | $3000  
Low SES |
**School Identified Priority Area: Curriculum and Assessment**

**Intended Outcomes:** To develop and establish internal assessment systems to monitor student growth consistently and identify areas of need.

To join with like school groups to prepare the school for changes resulting from the implementation of the National Curriculum.

**Target:**

4.1 Train staff in Australian Curriculum so that all staff are familiarised with at least English and Mathematics by December 2012.

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| 4.1    | - Use DEC information releases at staff meetings to familiarise staff with implementation process  
        - Link with like Orange Small Schools group to scope and sequence targeted curriculum areas  
        - Use connected classroom to provide forums for meetings  
        - Provide additional release time for staff attendance and release days for documentation | Basic school frameworks established for English and numeracy. Staff confident they will be equipped for curriculum implementation in 2014. Links established with staff from other small schools to form a support network of staff. | 1 | ✓ ✓ ✓ | Technology mentor  
Teaching principal  
Classroom teachers  
Orange small school colleagues | Teacher Professional Learning Funds  
$1050  
3 days casual relief  
Low SES  
$1200  
3 days casual relief |