KEMPSEY WEST PUBLIC SCHOOL

SCHOOL PLAN

2012

Excellence and innovation in a caring environment

SCHOOL CONTEXT

Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. Our school population is 333 students. It consists of 12 mainstream classes and 5 Support Unit classes. The Support Unit caters for 46 students with a range of physical, emotional and intellectual needs. These students are classified as IM, IO, IS and a Multi Categorical class has recently been established.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
1. Literacy 2. Numeracy 3. Connected Learning 4. Leadership and Management 5. Student Engagement 6. School/Community Partnerships	1. Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. 2. Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. 3. Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources. 4. Enhanced professional learning for all staff in priority areas and strengthen leadership capacity. 5. Increased levels of student engagement in school life. 6. Increase parent/community participation and engagement in our school.

TARGET/S

School Priority Area 1: Literacy

Year 3:
- Decrease the percentage of Year 3 students in reading performing at or below NMS from 59% in 2011 to 54% in 2012
- Decrease the percentage of Year 3 ATSI students in reading performing at or below NMS from 60% in 2011 to 55% in 2012

Year 5:
- Decrease the percentage of Year 5 students in reading in Bands 3 and 4 from 79% in 2011 to 74% in 2012
- Decrease the percentage of Year 5 ATSI students in reading in Band 4 and above from 80% in 2011 to 75% in 2012

School Priority Area 2: Numeracy

Year 3:
- Decrease the percentage of Year 3 students in numeracy performing at or below NMS from 32% in 2011 to 27% in 2012
- Decrease the percentage of Year 3 ATSI students in numeracy performing at or below NMS from 40% in 2011 to 35% in 2012

Year 5:
- Decrease the percentage of Year 5 students in numeracy performing at or below NMS from 65% in 2011 to 60% in 2012
- Decrease the percentage of Year 5 ATSI students in numeracy performing at or below NMS from 72% in 2011 to 67% in 2012

School Priority Area 3: Connected Learning
- To increase teacher competency in ICT skills by one phase in each domain on CLAS matrix.

School Priority Area 4: Leadership & Management
- 100% of teachers participate in quality professional learning to enhance leadership capability
- To increase teacher competency in data analysis skills by one phase in each domain on DASA matrix.

School Priority Area 5: Student Engagement
- Reduce the percentage of students who do not feel part of the school community from 40% in 2011 to 35% in 2012
- Increase the attendance of all students from 89% in 2011 to 90% in 2012
- Increase the attendance of all ATSI students from 87% in 2011 to 88% in 2012
- Increase the number of ATSI students with personalised learning plans from 90% in 2011 to 100% in 2012

School Priority Area 6: School/Community Partnership
- Increase the number of families responding to school life survey from 65% in 2011 to 70% in 2012
- Increase from 35% in 2011 to 40% in 2012 the number of parents participating in parent teacher interviews

PRINCIPAL'S SIGNATURE	SED ENDORSEMENT	DATE

School Priority Area 1: Literacy

Intended Outcomes:

    Increased levels of literacy achievement for every student in line with North Coast targets.

    Diminished gap in literacy achievement between Aboriginal students and all students.

Target:

    Year 3:

- Decrease the percentage of Year 3 students in reading performing at or below NMS from 59% in 2011 to 54% in 2012
- Decrease the percentage of Year 3 ATSI students in reading performing at or below NMS from 60% in 2011 to 55% in 2012

    Year 5:

- Decrease the percentage of Year 5 students in reading performing at or below NMS from 79% in 2011 to 74% in 2012
- Decrease the percentage of Year 5 ATSI students in reading performing at or below NMS from 80% in 2011 to 75% in 2012

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Implementation of new learning is evident in reading program and practice.	Train a staff member as a Focus on Reading 3-6 facilitator to support improvement in literacy. The staff member will have a reduced teaching load to provide ongoing school-based professional learning across sites and continue to train staff on the next phase of focus on Reading.	1	4	Area Office	T1	No cost	NP
	Explicit training for all support staff including Aboriginal Aides in the teaching of reading. Work across a cluster of schools to embed Aboriginal content and viewpoints across all curriculum areas, support student engagement and work with Aboriginal community and parents to improve student learning.	4/6	4	AP Leaders of Learning	Term 1-4	No cost	NP
All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.	Continuation of professional learning in L3 program for Early Stage 1 teachers and Best Start strategies for Stage 1 teachers. Continuation of professional learning in Focus on Reading.	4	4	AP Leaders of Learning	Term 1-4	$48 971	NP
	Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement.	1	4	AP Leaders of Learning	Term 1-4	No cost	NP
All students assessed and placed on the literacy continuum in reading. Regular tracking and monitoring indicates student progress.	Use Best Start assessment data to place students on literacy continuum.		4	AP ESI & S1	Term 1-4	$0	N/A
	Continuation of Reading Recovery Program from Year 1 students.		4	AP Stage 1	Term 1-4	0.63	Staffing allocation
Increase the number of students borrowing books	Continuation of community and peer reading program.		4	AP Programs	Term 1-4	$0	N/A
Parents are advised of the teaching and learning their students are undertaking and get regular updates.	Special assembly to showcase student literacy work for the term, linked to release of special edition of newsletter. Examples of writing, films, PowerPoint. Prizes given at assembly for academic (reading) achievement. Display of work samples. Medals given once a term.		4	Lit. Team	Term 3	$500 $200	PSF Lit budget

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Successful home reading program operating in Early Stage 1 and Stage 1 classrooms.	Introduction of Premier's Reading Challenge		4	Lit. Team	Term 1-4	$0	PSF
	Involvement of students in RAD program		4	Lit. Team	Term 1	$200	PSF
	Development of strategies in the classroom to support and extend students in literacy.		4	AP Programs	Term 1-4	0.6 Staffing Allocation	PSF
	Purchase of new literacy resources to support classroom teaching practice and home reading with an emphasis on reading and interactive resources.		4	Lit Team	Term 1,3	$2 500	Lit budget
	In Class Tuition for ATSI students.		N/A	AP LST	Term 1-4	TBA	Norta Norta
	Analyse the information that NAPLAN provides for school planning and class programming including strengths and weaknesses of year 3,5,7 cohort.		4	AP Leader	Term 4	$0	0
	Staff complete individual literacy matrix to evaluate professional learning in reading.		N/A	AP Leader	Term 1 & 4	$0	0
	Evaluation of literacy matrix and development of targets and priorities for 2013.		N/A	AP Leader	Term 4	$0	0
Improved oral language development for targeted students.	Individual instruction for targeted students in speech, ESI, SI. Speech program introduced for students K-2. Assessment and program planned by speech therapist and implemented by TA.		4	AP LST	Term 1-4	$49 000	PAS

School Priority Area 2: Numeracy

Intended Outcomes:

Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Target:

Year 3:

- Decrease the percentage of Year 3 students in numeracy performing at or below NMS from 32% in 2011 to 27% in 2012
- Decrease the percentage of Year 3 ATSI students in numeracy performing at or below NMS from 40% in 2011 to 35% in 2012

Year 5:

- Decrease the percentage of Year 5 students in numeracy performing at or below NMS from 65% in 2011 to 60% in 2012
- Decrease the percentage of Year 5 ATSI students in numeracy performing at or below NMS from 72% in 2011 to 67% in 2012

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.	Regular specific focus professional learning meetings for each stage group. Reflective practice developed and professional dialogue reflection recorded.	4	4	AP Leaders of Learning	Term 1, 2 & 3	$0	NP
	Provide professional development K-6 in Newman's Error Analysis for improved classroom instruction and assessment.		4	AP Leaders of Learning	Term 1-4	$0	N/A
	Analysis of numeracy language used in NAPLAN for teaching and learning in the classroom.		4	AP Leaders of Learning	Term 1-4	$0	0
	Prizes given at assembly for academic (maths) achievement during numeracy week.		4	Numeracy team	Term 3	$500	PSF
	Development of parent sessions focusing on Early Arithmetic Strategies (EAS) grouping K-2 helping your child at home 3-6.		4	AP ES1	Term 1 & 3	$200	PSF
	Survey and purchase of Maths resources for each stage to support class and group instruction.		4	Numeracy team	Term 1 & 4	$1 500	PSF
	Lesson coaching model implemented across class K-6 for the explicit teaching with a focus on a balanced numeracy session.		5	Numeracy Team	Term 1, 2 & 3	$8 000	PSF
	Continuation of Maths Matters – news segments in school newsletter each week focusing on a Stage. Maths quiz.		4	Numeracy team	Term 1- 4	$0	0
All students assessed and placed on the numeracy continuum in number. Regular tracking and monitoring indicates student progress.	Continuation of Best Start Assessment of Early Stage 1 and Stage 1 students.		4	APES1 & S1	Term 1, 3 & 4	$0	0
	Tracking and monitoring of whole number across all stages on the Numeracy Continuum and assessment tasks assessed collaboratively against appropriate stage outcomes by using data collected from tracking students on numeracy continuum.		4	AP Leaders of Learning	Term 1-4	$0	N/A
	Small group instruction for targeted students in number Years 3 & 5.		4	STL	Term 1 & 2	$0	N/A

School Priority Area 3: Connected Learning

Intended Outcomes:

    Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.

Target:

    To increase teacher competency in ICT skills by one phase in each domain on CLAS matrix.

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Increased teachers' skills in the integration of ICT within the learning environment. Student engagement and Quality Teaching are enhanced by the use of IWB technology and training. Increased number of students participating in virtual experiences. Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge. Increased students' ICT capabilities. Development of scope and sequence K-6 in ICT.	Employ school ICT facilitator with specific technology skills to facilitate connected learning and improve teaching and learning opportunities across school for staff and students.	3	5	Principal	Term 1 - 4	$54 306	NP
	Develop school website with a page of useful sites and links supported by input from students.		5	ICT Leader	Term 1 - 4	$0	0
	Provide professional learning in the integration of technology and interactive whiteboard strategies in all KLAS.		2	ICT Leader	Term 1 - 4	$0	0
	Purchase of notebooks to enable students to train in Web 2 technologies and develop Wikis and blogs to enhance communication and learning.		4	ICT Leader	Term 1	$5 000	PSF
	Develop and implement scope and sequence of ICT skills K-6.		5	ICT Leader	Term 1	$0	0

School Priority Area 4: Leadership and Management

Intended Outcomes:

    Enhanced professional learning for all staff in priority areas and strengthen leadership capacity.

Target:

    100% of teachers participate in quality professional learning to enhance leadership capability.

    To increase teacher competency in data analysis skills by one phase in each domain on DASA matrix.

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Increase the use of SMART data to inform and plan learning teaching/learning strategies.	Provide professional learning for executive and teachers in the use of SMART data to disaggregate and analyse student learning outcomes.	4	5	Principal and Executive	Term 4	$0	N/A
Increase the use of SMART data to inform and plan learning teaching/learning strategies. EARS processes identify key performance indicators of executive supervision of early career teachers.	Provide professional development opportunities to support teachers in classrooms with student data analysis, DASA, NAPLAN, SMART, by mentoring teachers, team teaching in literacy/numeracy and leading the development and implementation of Professional Learning Plans. Continue to use online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets.	4	5	ICT Leader	Term 1-4	$0	N/A
Student and teacher feedback in line with implementation strategies from the Team Leadership for School Improvement Program.	Manage performance of early career teachers by more experience teachers/mentors (using the Professional Teaching Standards).	2	5	Principal AP Leaders of Learning	Term 1 & 2	$0	NP
	Participation in Team Leadership for School Improvement program for all staff.	5	5	Principal & AP Leaders of Learning	Term 1	$0	NP
All staff participate in building syllabus understandings and respond to reflective sessions about classroom practice. All staff are encouraged to participate in professional learning opportunities.	Employ business manager to support allocation and management of National Partnership funds.	3	2/3	Principal	Term 1-4	$5 247	NP
	Employ Leaders of Learning. Establish timetabled professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.	1	5	Principal	Term 1-4	$107 067 $52 574	NP
All staff have individual professional learning plans that are implemented fully in 2012. Workshop surveys and TARS process indicate increased teacher knowledge and implementation of new learning in classroom practice and programs.	Participation of current and aspiring leaders to participate in leadership programs and enhance school leadership capacity for school improvement. Support Women in Educational Leadership initiatives (WIEL)Collegial Learning Networks (CLN), Stronger Smarter, 7 Habits, Thinking/Learning Conference, NC Quality Teaching Conference, School D. Days	2	5	Principal AP Leaders of Learning	Term 1-4	$25 000	TPL
	Staff reflection and collegial discussion regularly undertaken in stage and staff meetings leading to the development of a Professional Learning Plan for teachers and school executive school executives based on key accountabilities linked to		4/5	Principal	Term 1-4	$0	N/A

	performance reviews (using the NSW Institute of Teachers' Professional Teaching Standards and other leadership standards).					
School organisation is enhanced through the participation and leadership of curriculum and management teams.	An executive off class position established to ensure implementation and development of funded programs in the school and to provide leadership and mentoring in all classrooms.		5	Principal	Term 1-4	$83 500	PAS
	Increase the effectiveness of classroom and school organisation by the continuation of curriculum and management teams led by executive and aspiring leaders in planning and school evaluation.		5	Principal	Term 1-4	$0	N/A

School Priority Area 5: Student Engagement

Intended Outcomes:
　　Increased levels of student engagement in school life.

Target:
- Reduce the percentage of students who do not feel part of the school community from 40% in 2011 to 35% in 2012
- Increase the attendance of all students from 89% in 2011 to 90% in 2012
- Increase the attendance of all ATSI students from 87% in 2011 to 88% in 2012
- Increase the number of ATSI students with personalised learning plans from 90% in 2011 to 100% in 2012

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Transition programs are implemented for all students into Kindergarten, Year5 and High School and Transition to School Planning and Implementation Matrix indicates improved school performance. Increase and improve home/school communication. Focus interviews are conducted throughout the year to obtain feedback from students. School Executive attend Macleay AECG meeting. Junior AECG established and students involved in leadership initiatives. All staff familiar with Aboriginal Action Plan Students are familiar with some words of Dunghutti language and AEOs attend community programs. Building capacity of staff to address Aboriginal students learning and well being needs. 100% of ATSI students have Personalised Learning Plans.	Establish transition plans for students such as primary to secondary that lead to successful movement into future learning. Develop, implement and evaluate transition programs that are culturally inclusive and meet the needs of Aboriginal children and their families. Implement high quality transition programs to support students and their families P-K, 2-3, 6-7, 4-5 (Greenhill).	3/6	1 /6	AP Leaders of Learning	Term 3-4	No cost $2 000	NP PSF
	Provide a before school homework centre at school.	6	2	ICT Facilitator	Term 2-4	$0	N/A
	Engagement of partnerships officer to liaise with student focus group.	5	2	Principal & Area Office	Term 2 & 3	$0	N/A
	Progress the leadership of Aboriginal students both within school and the wider community through collaboration with the local AECG to promote and/or establish a Junior AECG and student leadership initiatives.	6	5	AP Leaders of Learning	Term 1-4	$0	N/A
	Develop an understanding by all staff of Aboriginal Action Plan 2010-2014	2	2/5	AP Leaders of Learning	Term 1	$0	N/A
	Develop community driven programs that assist to revive and maintain Aboriginal languages and cultures.	6	2	AP Leaders of Learning	Term 1-4	$0	N/A
	Continuation of audiology screening, eye screening and dental clinic through DURRI AMS and Community Health for targeted students.	6	2	CLO / AEO	Term 1	No Cost	NP
	Continuation of implementation of *Positive Behaviour for Learning* (PBL) program in classroom and playground.		2	AP Programs	Term 1-4	$2 000	PAS
	Employ SLSO to development and implement structured program and processes that develop positive playground strategies for K-6 including Indigenous games.		2	Principal	Term 1-4	$26 000	PAS
	Introduction and development of *Girls program* for Stage 3 female students.		2/ 3	AP Programs	Term 1-4	$2 000	PAS
	Peer Support In The Playground implemented with targeted students and continuation of Student Leadership program through Student Forum and Peer Support.		2 /5	AP Programs	Term 1-4	$0	0

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Regular attendance at school by all students.

Boys and Girls targeted for specialist interest groups. | Purchase of playground equipment to support passive/active games. | | 2 | AP Programs | Term 1-4 | $1 000 | Sport Budget |
	Continuation of attendance program for Year 6 targeted students. Development of attendance brochure, parent meetings, rewards, attendance goals.		3	AP Programs	Term 1-4	$0	0
	Refinement of school processes to monitor student attendance K-6 and target students with low attendance levels by using OASIS data. Continuations of OASIS roll marking and development of revised system of notification for student absences.		3	Executive & AP Programs	Term 1-4	$0	0
	Continuation of *Boys Business* Program targeting boys for social skill development and cultural awareness. Emphasis on developing male orientated social events and community events.		2/ 3	AP Programs	Term 1-4	$50 000	NAB grant
	Continue nutrition and breakfast program and development of class activities with PDHPE KLA.		2 /3	PDHPE Team	Term 1-4	TBA $1 000	Red Cross KLA budget
	Employ SLSO to support students transition into Kindergarten and provide assistance in small group settings within the classroom		2	Principal	Term 1-4	$26 000	PSF

School Priority Area 6: School/Community Partnerships

Intended Outcomes:

   Increase parent/community participation and engagement in our school.

Target:

- Increase the number of families responding to school life survey from 65% in 2011 to 70% in 2012
- Increase from 35% in 2011 to 40% in 2012 the number of parents participating in parent teacher interviews

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
Increase and improve home/school communication	Employ Aboriginal School Learning and Support Officer to support families and students.	3/6	2	Principal	Term 1-4	$29 628	NP
Improved relationships with local organisations resulting in shared undertakings and improves learning outcomes.	Develop partnerships between school clusters and local community groups, Aboriginal community organisations, government bodies and non-government bodies involved in meeting the social well-being and learning needs of Aboriginal students and students with a disability.	3	2	Principal AP Leaders of Learning	Term 1-4	$0	N/A
Focus interviews are conducted throughout the year to obtain feedback from parents.	Use the community engagement resources at www.lowsesscgools.nsw.edu.au to gain insights into parent and community views on what is working well within the school community and ways that aspects of schooling can be strengthened.	6	2	Principal AP Leaders of Learning	Term 1-4	$0	0
Increased understanding by all staff of Aboriginal culture	Provide ongoing professional learning in consultation with local AECGs to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level.	6	2	Principal & AP Leaders of Learning	Term 1-4	$0	N/A
Focus groups for community and parents to engage in discussion of school/community.	Engage parents, community members and community organisations to fully participate in the development and implementation of a School Plan that would determine future directions and ensure every child moves forward and can achieve success from school, home and the community.	6	2	Principal, CLO, AEO & AP Leader	Term 1-4	$0	N/A
Increase parent/carer engagement in the learning process	Offer 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would improve home-school communication and could include family reading and writing, family numeracy, and understanding reports and student data.	6	2/4	Principal	Term 2-4	$0	N/A
Increase and improve home/school communication.	Employ and utilise CLO to inform and support community regarding school processes and wider community and redefine role.	3/6	2	Principal	Term 1-4	$43 510 $9 000	NP PAS
	Calendar of events for all parents as a feature in newsletter.		2	Principal	Term 1-4	$0	N/A

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILTY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
	Continuation of reading program "Books for Babies and Toddlers" and reading to pre-schools.		4	Librarian	Term 1-4	$0	N/A
	Update database of parent skills.		2	Principal	Term 1-4	$0	N/A
	Continue school promotion through Macleay Education Community and special events and continue attendance at community meetings, CLO meetings and AECG meetings and other hospitality costs.		2	Principal	Term 1-4	$4 000	PSF
	Meeting with parents in Term 1 and Term 3 and report on progress of students and continuation of portfolios for all students containing student work samples and formal written reports in terms 2 & 4.		2	Executive	Term 1-4	$0	N/A
	Teachers send home class newsletters at the beginning of each term		2	AP of each stage	Term 1-4	$0	N/A
	Core values and beliefs are consistently implemented in the school and communicated to parents through forums and newsletters.		2	Principal & Staff	Term 1-4	$0	N/A