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2014

## School Management Plan

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## MIAN SCHOOL

## **2012 – 2014**



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|  | MIAN SCHOOL  **School Management Plan – 2012 to 2014** | | |
| **School Priority Areas 2012 – 2014 - 3 Year Horizon**  Literacy  Numeracy  Organisational Effectiveness  Aboriginal Education | | **Public Schools NSW – Strategic Directions 2012 - 2014**  Leadership & Management  Curriculum & Assessment  Engagement and Attainment  Literacy & Numeracy  Aboriginal Education  Organisational Effectiveness | **Low Socio-Economic Reforms**  **Reform 1:** Incentives to attract high performing principals and teachers.  **Reform 2**: Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.  **Reform 3:** School operational arrangements that encourage innovation and flexibility.  **Reform 4:** Provision of innovative and tailored learning opportunities.  **Reform 5:** Strengthen school accountability.  **Reform 6:** External partnership with parents, other schools, businesses and communities and the provision of access to extend services. |
| **School Context**  Mian School is located in Bultje Street, Dubbo. The school has twenty eight places and offers alternate programs for students in Years five to ten. The drawing area for students ranges from Dubbo, Narromine and Wellington. The Dubbo School Education Group (SEG) Special Education Placement Panel determines placements of students at Mian School. Mian School has, as part of its team a support teacher for students in out of home care. This teacher is part of a regional team. | | | |
| **Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)**   * To improve the literacy levels of all Mian School students * To improve the numeracy levels of all Mian School students * Improvement in the attendance, retention and engagement of Aboriginal students. * Checklists, flowcharts and documents for all school based processes and procedures. | | | |
| **Principal: Mark Eggleston Date: 30/10/13 Endorsed by School Education Director Date:** | | | |

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| **School Identified Priority Area/s** | **Summary of Targets 2014** |
| Literacy | * To increase the oral reading, reading comprehension and reading accuracy age by more than the difference in chronological age between initial (Term 1) and final testing in Term 3. |
| Numeracy | * To increase the current performance of all students by at least 20% in the Number and Algebra strand using the Nelson Assessment Kit between Term 1 and Term 3 testing. |
| Aboriginal Education | * To improve student engagement through effective community partnerships, and specific cultural programs. |
| Organisational Effectiveness | * To develop systems that assist in the case management and support of students with complex needs – keep this target * Strategies - Specifically Individual Learning Plans, Learning and Support Plans including consultation processes to develop and refine student adjustments to be included in Teacher Program and Registration documentation. |

**School Identified Priority Area: LITERACY**

**Intended Outcome:**

To improve the literacy levels of all Mian School students.

**Target To increase the oral reading, reading comprehension and reading accuracy age by more than the difference in chronological age between initial (Term 1) and final testing in Term 3.**

| **Number** | **Strategies** | **Indicators** | **Reform Area** | **Timeframe** | | | **Responsibility** | **2014 Resource Allocation & Funding Source** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2012** | **2013** | **2014** |
| 1.1 | Implement MULTILIT and other extensive reading strategies for those students in need of intensive reading instruction.  Use SMART data item analysis to determine teaching strategies to use to address individual student learning gaps. | Data gathering and SMART Data analysis | 3,4,5 | x | x | x | Curriculum co-ordinator | Global  & Total Equity Loading – Socio-economic Background & Total Loading and targeted - Aboriginal |
| 1.2 | Identify a data collection co-ordinator to train and mentor staff to improve the consistency of testing results Data Gathering and analysis | Baseline and follow up data using MULTILIT and school based assessments, graphs and comparisons | 3,4,5 | x | x | x | Curriculum co-ordinator Teaching staff | Global |
| 1.3 | PL for teaching staff in identifying and explicitly teaching literacy skills.  Ongoing professional learning is required to improve the teachers’ skillset to:   * analyse data and determine student learning gaps; and * teach students to read and implement strategies. | Documented Individual Literacy Plans in Student Learning Support Plan | 4,5 | x | x | x | Curriculum co-ordinator Teaching staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 1.4 | PL for SLSO’s delivering literacy program | Attendance and progress documentation | 5 | X | X | X | Curriculum co-ordinator SLSO | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted - Aboriginal |
| 1.5 | Deliver ongoing PL focused on the development of Individual Literacy Plans.  Individual Literacy Plans will be revisited on a regular basis to address gaps in learning. | Documented Individual Literacy Plans in Student Learning Support Plan | 3,4,5 | x | x | x | Curriculum co-ordinator Teaching Staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 1.6 | Literacy program for the classroom developed and implemented identifying targeted lessons to develop skills and targeted lessons aimed at stage appropriate outcomes | Documented program and activities differentiating the curriculum  Develop Class grouping of students based on Stage levels | 2,4 | X | X | x | Curriculum co-ordinator | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 1.7 | Brokering regional assistance to assist in professional learning for teachers in using the syllabus, determining student gaps and explicit teaching of literacy skills required to realise student improvement. | Teacher Professional Learning log  Classroom literacy program addressing individual student learning gaps  ILP’s, and  Student Learning Support Plan | 3,4,5,6 |  | x | x | Executive  Regional Staff  Assistant Principal Learning And Support |  |

**School Identified Priority Area: NUMERACY**

**Intended Outcome:** To improve the numeracy levels of all Mian School students**.**

**Target: To increase the current performance of all students by at least 20% in the Number and Algebra strand using the Nelson Assessment Kit between Term 1 and Term 3 testing**

| **Number** | **Strategies** | **Indicators** | **Reform Area** | **Timeframe** | | | **Responsibility** | **2014**  **Resource Allocation & Funding Source** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2012** | **2013** | **2014** |
| 2.1 | Provide Professional Learning in:   * data analysis; * interpreting data; * identifying learning gaps; and * Using strategies to explicitly teach to student gaps.   Continued PL for all teaching staff with a focus on addressing learning gaps  Investigate other Numeracy Programs running in similar settings to Mian to provide high support to students in meeting identified gaps. | Documented Individual Numeracy Plan for each student | 3,4,5 | x | x | x | Regional Personnel | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 2.2 | Data gathering and analysis of baseline and follow up data | Documented in each student’s assessment folder with progress comments | 5 | x | x | x | Teaching staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal |
| 2.3 | Develop a marking scale for numbers and patterns strand of Nelson Assessment Kit in each year level to allow base line and follow up data to be collected. | Documented in each student’s assessment folder with progress comments | 4 |  | x |  | Curriculum co-ordinator Teaching staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal |
| 2.4 | Development and regular review of Individual Numeracy Plan for each student | Documented in Assessment Folders and in Student Learning Support Plans | 4 | x | x | x | Teaching staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 2.5 | Professional learning for teaching staff in collecting data | Documented in Assessment Folders and in Student Learning Support Plans | 4 |  | x |  | Curriculum co-ordinator | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 2.6 | Analysis of data gathered to map progress and identify areas for further development for teaching staff and students. | Teacher programs documenting student learning programs and staff professional learning plans | 5 | x | x | x | Teaching Staff | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal |
| 2.7 | Collaborative meetings to develop learning tasks and resources to address individual learning gaps. | Teacher programs documenting student learning programs and staff professional learning plans | 5 |  | x |  | Teaching Staff |  |
| 2.8 | Professional Learning in developing differentiated teaching and learning activities to address student learning gaps in numeracy. To build teacher capacity and processes in the Numbers and Algebra strand that are transferable to all other strands of Mathematics. | Individual Numeracy Plans. Targeted timetabled Numeracy skills based lessons as well as identified timetabled Stage appropriate lessons | 3,4,5 |  | x |  | Regional personnel | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 2.9 | Build in sustainability through providing PL to teaching staff in the processes involved in gathering and recording the information required. | Monitored through Teacher Assessment Review Schedule reflected in INP’s and student assessment folders. | 1,3,4,5,6 |  | x |  | Regional personnel, Executive | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |

**School Identified Priority Area: ABORIGINAL EDUCATION**

**Intended Outcome:** Improvement in the attendance, retention and engagement of Aboriginal students.

**Target: To improve student engagement through effective community partnerships**

| **Number** | **Strategies** | **Indicators** | **Reform Area** | **Timeframe** | | | **Responsibility** | **2014 Resource Allocation & Funding Source** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2012** | **2013** | **2014** |
| 4.1 | Develop a student welfare team to promote social and emotional well-being across the school | Documented in Student Learning Support Plans | 3,4,6 | x | x | x | All staff & PBL internal Coach and executive |  |
| 4.2 | Involvement of community groups to deliver programs, eg Mission Australia Cultural Awareness and Leadership Program, Youth Connections – Year 9 Vocational Education Preparation Program, Crime Prevention Workshops, Neighbourhood Centre Programs, Brospeak, Story Circle and Men’s Shed | Community involvement with students including participation in programs involving interagencies | 3,4,6 | x | x | x | Principal | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal |
| 4.3 | Incorporate Aboriginal perspectives into program content.  Plan collaboratively to include 8 ways into integrated units to be devised and implemented for the Australian Curriculum. | Teaching and learning programs reflecting 8 Ways Aboriginal Pedagogies | 3,4,5,6 | x | x | x | Curriculum co-ordinator | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 4.4 | PL sessions for all staff in PBL to develop and implement PBL Lessons for all settings. Continued Professional Learning in the use of the STARS database to drive data systems, practice across the school  School wide universal prevention (non-classroom and classroom settings) | School wide systems PBL lessons , PBL student notice board, Lesson Plans and materials.  7 Essential PBL Elements | 3,4 | x | x | x | Regional Staff Principal and PBL coach | Global & Total Equity Loading – Socio-economic Background & Total Loading and targeted – Aboriginal & Professional Learning Funds |
| 4.5 | Increase opportunities for parents / carers and interagency personnel to meet informally to strengthen partnerships | Parent / Carer, interagency, staff and student informal gatherings, morning teas, review and reappraisal meetings, BBQ’s etc | 2,6 | x | x | x | Principal | Global |

**School Identified Priority Area: ORGANISATIONAL EFFECTIVENESS**

**Intended Outcome:** Checklists, flowcharts and documents for all school based processes and procedures.

**Target: To develop systems that assist in the case management and support of students with complex needs.**

| **Number** | **Strategies** | **Indicators** | **Reform Area** | **Timeframe**  **2012 2013 2014** | | | **Responsibility** | **2014 Resource Allocation & Funding Source** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1 | Initial approach to base schools to gauge interest in the project. | Meeting minutes | 5,6 |  | x |  | Executive | ESES Project Funding |
| 3.2 | Initial planning meeting to outline project and list all processes, documentation and resources needed for the project. | Meeting agenda, minutes and flowchart list | 3,5 |  | x |  | All staff | ESES Project Funding |
| 3.3 | Flowchart of Mian School Case Management process. Development of Lotus Diagrams for each student’s case management. | Flowchart and Lotus diagram | 3,4,5,6 |  | x |  | Executive | ESES Project Funding |
| 3.4 | Development of booklet detailing support available and contacts for Youth. | Booklet containing information about interagencies and Youth Support Services | 3,6 |  | x | x | Executive | ESES Project Funding |
| 3.5 | Development of a Learning Support Plan for each student containing worked examples of educational plans, risk management and behaviour management plans. | Records of meeting with parents carers reflecting collaboration  Parent / Carer signatures on Learning Support Plans | 3,4,5,6 |  | x | x | Executive | ESES Project Funding |
| 3.6 | Checklist for Learning Support Plans | Checklist for staff | 3,4,5 | x | x |  | Assistant Principal | ESES Project Funding |
| 3.7 | Development of a presentation package including: proformas, powerpoint presentation, a thumbdrive showcasing the Case Management Kit | Thumbdrive presentation including resources for Individual Case Management and Learning Support Plan Scaffold | 3,4,5,6 |  | x | x | Executive | ESES Project Funding |
| 3.8 | Organisation of presentation to Base School's Executive/Regional teams and Learning and Support Teacher, Assistant Principal Learning Assistance | Feedback from Networking presentations | 3,4,5,6 |  |  | x | Executive | ESES Project Funding |
| 3.9 | Example of a high support student and details of how the Kit would support this student’s complex needs | Presentation of case study in booklet form | 3,4,5 |  |  | x | Executive | ESES Project Funding |
| 3.10 | Develop and maintain checklist and timeline for review and reappraisal meetings and associated transition documentation | Documented in school calendar, checklists and documentation completed in each student’s transition folder in the Learning Support Plan | 3,4,5 | x | x | x |  | ESES Project Funding |
| 3.11 | Plan, develop and implement an Individual Behaviour Management Plan proforma for each student that is negotiated with the student and parents / carers. | Documented series of IBMP’s included in student’s Learning Support Plan and progress comments recorded in semester reports.  Documented progress recorded and amended on a regular basis | 3,5 | x | x | x | Teaching staff students  TARS | Global |
| 3.12 | Develop and implementation of Learning Support Plans for each students | Evidence of differentiated Curriculum and  Collaboration with parents and carers | 3,4,5,6 | x | x | x | Executive, Teaching Staff Assistant Principal Learning And Support Team | Global |

**GLOSSARY**

**Intended Outcomes**

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

**Targets**

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. *Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012*

**Indicators**

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to **observe** or **measure**, if the strategies are working as expected.

**Funding Codes**

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| **Colour (taken from the Palette in Word)** | **Funding Source** |
| **Red** | **Low SES National Partnership** e.g. employ DP |
| **Black** | **Global Budget** e.g. purchase resource |
| **Blue** | **CAP** e.g. employ teacher |
| **Green** | **PSP & PAS** e.g. employ TA |
| **Purple** | **Professional Learning** e.g. attendance at R2L |
| **Orange** | **Aboriginal Education** Total Loading and targeted – Aboriginal e.g. $2500SiP employ SLSO |
| **Dark Red** | **Other** e.g. $1000 Community Grant |
| **Brown** | Total Equity Loading – Socio-economic Background |