



Education
& Training

Illabo Public School



School Plan 2009-2011

School plan for 2009-2011

School context

Illabo Public School is situated 15 kilometres from Junee. It is a small school with quality programs and the school community has high expectations. The school provides education for 85% of students drawn predominantly from the rural farming community with a number of the students travelling by bus daily from Junee. There are 11 families with a total of 20 students enrolled for 2010. School structure consists of one K-6 multi-grade class with one full-time teaching principal, two part-time teachers and a school administrative manager. The school has been reclassified this year (2010) from a P5 two teacher school to a P6 one teacher school. The school and the wider community are proud of the school's tradition and its facilities.

Priority Areas (3 Year horizon)

Quality teaching in all literacy classes.
Quality teaching in all numeracy classes.
Staff and students to increase their use of SMARTboard and connective learning technologies.

Intended Outcomes (Summary)

Increased levels of literacy achievement for every student.
Increased levels of numeracy achievement for every student.
All staff and students improving their understanding and use of connective learning technologies in their daily classroom environment.

Targets 2011

Increased levels of Numeracy achievement for every student.
Increased levels of Literacy achievement for every student.

The plan has been endorsed and approved by:

Principal:	Mrs Meredith Holden	Date:		School Education Director:	Mr John Dowling	Date:	
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Principal's initials: _____

School Education Director's Initials _____

School Plan

School Priority Area:		Literacy
Intended Outcomes:		<ul style="list-style-type: none"> Improved levels of literacy achievement for each student. Improved teaching and learning strategies utilising Quality Teaching Framework to improve student outcomes.
Target/s:	2009	<ul style="list-style-type: none"> 80% of all students in Years 3 to achieve at levels 3 – 5 and Year 5 at levels 4 -6 in NAP Language and Writing Tests. 70% of K - 6 students to achieve a minimum of 9 months growth in standardised reading and spelling test results.
	2010	<ul style="list-style-type: none"> 90% of all students in Years 3 to achieve at levels 3 – 5 and Year 5 at levels 4 -6 in NAP Language and Writing Tests. 80% of K - 6 students to achieve a minimum of 9 months growth in standardised reading and spelling test results. No students at the bottom two bands of National Testing.
	2011	<ul style="list-style-type: none"> 90% of all students in Years 3 to 5 to achieve at levels 4 - 6 in NAP Language, Writing and Reading Tests. 85% of K – 6 students to achieve a minimum of 9 months growth in standardised reading and spelling test results. No students at the bottom two bands of National Testing.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding source
<ul style="list-style-type: none"> Targeting individuals/groups to show growth at least commensurate with school population Quality teaching elements evident in programs and classroom delivery. 	<ul style="list-style-type: none"> Use whole school planning process to identify aspects of literacy underperformance for particular student cohorts and individual students. 	All staff	Semester 2 2010- 2011	
	<ul style="list-style-type: none"> Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms 			
	<ul style="list-style-type: none"> Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties 	Principal	Term 1 2011 ongoing	STLA Norta Norta Funding
	<ul style="list-style-type: none"> Resource development – an audit to be conducted and resources purchased. Central resource area to be established. Utilise parent volunteers 	Principal	Term 1 2011 ongoing	National Partnership Literacy - \$18 000.00
	<ul style="list-style-type: none"> Professional Learning Program including: 			
	<ul style="list-style-type: none"> Explicit planning for lessons reflecting NAPLAN evaluation 	All staff	Semester 1 and 2 2011	

	○ Guided reading K-6 (explicit and systematic)	All staff	Semester 1 and 2 2011	
	○ Shared reading (explicit and systematic)	All staff	Semester 1 and 2 2011	
	○ Explicit modelled and scaffolded teaching of text types in reading and writing sessions	All staff	Semester 1 and 2 2011	National Partnership – Funding extra staff member 3 x .5 days to intensively team teach literacy & numeracy with principal
	○ Continuum of explicit teaching of spelling K-6 (phonemic approach) – Jolly Phonics (K-1) and Sound Waves (2-6)	Principal	Term 1 2011 ongoing	
	○ Professional learning in QT dimension – intellectual quality emphasis on engagement and significance.	All staff	Term 1 2011	
	● Implementing focused program throughout the school including:			
	○ Maintaining update of Home Reading program for K-6	Term 1 2011 ongoing	Principal	\$500 National L&N Partnerships
	○ Targeted students for specialised tuition e.g. test results and aboriginality	Ongoing	All staff	
	○ Resourcing modelled, K-6 guided and shared reading texts. Texts to reflect text types across all stages	2011 ongoing	Principal	\$1800 texts National L&N Partnerships
	● Development of a strategic and systematic K-6 assessment program which will require:			
	○ Consistency of teacher judgement	All staff	Ongoing throughout 2011	
	○ Monitoring of student work	All staff	Ongoing throughout 2011	
	○ Tracking of student progress	All staff	Ongoing throughout 2011	
	○ Programming which is responsive to student needs	All staff	Ongoing throughout 2011	

	<ul style="list-style-type: none"> • Participation in the Best Start program from 2009 to identify literacy knowledge 	Principal		
	<ul style="list-style-type: none"> • Partnerships between home and school to be strengthened through the provision of information via newsletters and parent information sessions 			
	<ul style="list-style-type: none"> ○ Incorporated into P&C meetings information session related to learning styles, home activities, reading and learning together 	Principal	Ongoing throughout 2011	
	<ul style="list-style-type: none"> ○ Continue 2010 "Illabo" homework activities introduced in 2010, incorporating a high level of literacy tasks 	Principal	Ongoing throughout 2011	
	<ul style="list-style-type: none"> ○ Establishment of pre-school borrowing from the school library 	Principal	Ongoing throughout 2011	
	<ul style="list-style-type: none"> • Organise Literacy Resources ensuring all materials are clearly marked and labelled with relevance to syllabus and compile a stock take. 			
	<ul style="list-style-type: none"> ○ Purchase new resources for identified areas 	Principal	Term 1 2011 ongoing	National Partnership funding
	<ul style="list-style-type: none"> ○ Ensure guided reading materials for K-6 reflecting different text types 	Principal	Term 1 2011 ongoing	

School Plan

School Priority Area:		Technology
Intended Outcomes:		<ul style="list-style-type: none"> • Innovation in the use of interactive technologies for teacher and student learning. • Broader curriculum options for every student through ICT and communities of schools
Target/s:	2009	<ul style="list-style-type: none"> • All students K-6 communicating regularly with email buddies • 80% of K-6 displaying competencies at their stage level for computers
	2010	<ul style="list-style-type: none"> • Improved level of PowerPoint displays • 85% of K-6 displaying competencies at their stage level
	2011	<ul style="list-style-type: none"> • 90% of K-6 displaying competencies at their stage level • All staff and students displaying competencies in Connected Classroom procedures

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding source
<ul style="list-style-type: none"> • Integration of technology and Connected Classroom strategies into writing and numeracy initiatives. 	<ul style="list-style-type: none"> • ensuring Literacy and Numeracy programs are inclusive of integrated software 	All staff	2011	
	<ul style="list-style-type: none"> • continuation of Mathletics and Spellodrome licensed for all K-6 students 	Principal, Students	2011	
	<ul style="list-style-type: none"> • continued development of database of useful sites for Literacy and Numeracy activities 	All Staff	2011	
	<ul style="list-style-type: none"> • Structured connection between “email buddy” program and writing/literacy strategies, particularly narrative 	Principal	2011	
	<ul style="list-style-type: none"> • TPL addressing staff needs e.g. inservices, school visits, guest specialist for a day to work with teachers in classrooms 	All staff	2011	
	<ul style="list-style-type: none"> • development of staff and students in Connected Classroom procedures 	All staff	Semester 1 2011	TPL Budget

School Plan

School Priority Area:		Numeracy
Intended Outcomes:		<ul style="list-style-type: none"> Increased levels of numeracy achievement for every student Improved teaching and learning strategies utilising Quality Teaching Framework to improve student outcomes.
Target/s:	2009	<ul style="list-style-type: none"> 85% of students achieve stage outcomes in Numeracy
	2010	<ul style="list-style-type: none"> 80% of students demonstrating in NAPLAN at least one band between Years 3 and 5 No students to be in bands 1 and 2 of National Testing
	2011	<ul style="list-style-type: none"> No students to be in bands 1 and 2 of National Testing

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding source
<ul style="list-style-type: none"> Reduction in the number of the lowest performing students in numeracy as assessed by NAP Skills Testing Term assessments indicate 100% students demonstrate progress towards individual goals Relevant resources available to all students and teachers. 	<ul style="list-style-type: none"> Use NAPLAN results to identify aspects of numeracy underperformance for particular student cohorts and individual students 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Development of a strategic and systematic K-6 assessment program which will require: <ul style="list-style-type: none"> Consistency of teacher judgement 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Monitoring of student work 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Tracking of student progress 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Programming which is responsive to student needs 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Professional learning for teaching staff in analysis techniques and establishment of specific student goals <ul style="list-style-type: none"> Participation in professional learning opportunities that develop numeracy expertise 	All staff	Semester 1 and 2 2011 ongoing	
	<ul style="list-style-type: none"> Use Best Start analysis to inform individual student learning needs in Kindergarten 	Principal	Semester 1 and 2 2011 ongoing	

	<ul style="list-style-type: none"> ○ Targeted support for individual learning needs determined by analysis of NAP numeracy and school based data 	Principal	Term 1 2011 ongoing	
	<ul style="list-style-type: none"> ● Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms 			
	<ul style="list-style-type: none"> ○ Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties 	Principal	Term 1 2011 ongoing	
	<ul style="list-style-type: none"> ● Initiatives to increase parent involvement in learning process 			
	<ul style="list-style-type: none"> ○ “How to Help with Homework” program for parents 	Principal, Parents	Term 1 2011 ongoing	
	<ul style="list-style-type: none"> ● Organise Numeracy Resources ensuring all materials are clearly marked and labelled with relevance to syllabus and compile a stock take. 	Principal	Term 1 2011 ongoing	\$2000 National L&N Partnerships

Strategic Planning and Evaluation Overview

Educational and Management Practice

2009	2010	2011	2012	2013	2014	2015
Learning	Teaching	Leadership	Management	Culture	Planning	Learning

Curriculum

2009	2010	2011	2012	2013	2014	2015
English	Science and Technology	HSIE	PD/Health/PE	Mathematics	Creative and Practical Arts	English

Other Major Policies and Programs

2009	2010	2011	2012	2013	2014	2015
Teaching and Learning Programs	Training and Development	Student and Development	Aboriginal Education	Assessment and Reporting	Environmental Education	Multicultural Education