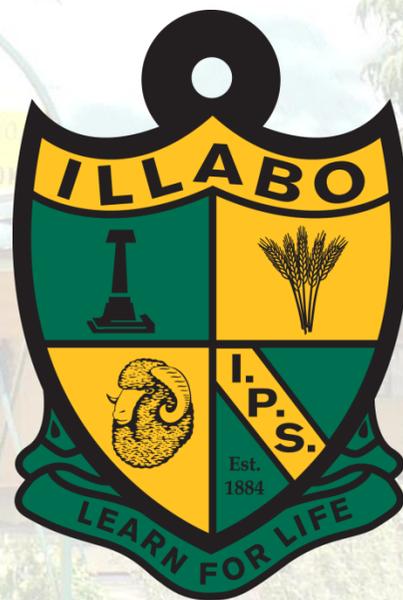




Education &
Communities

Illabo Public School



School Plan
2012 - 2014

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 all students drawn from the local rural farming community. There are 19 families with a total of 27 students enrolled for 2013. School structure consists of one K-6 multi-grade class with one full-time teaching principal, one full-time class teacher, two part-time teachers and a school administrative manager. The school and the wider community are proud of the school's tradition and its facilities.

School Identified Priority Areas

Area	Intended Outcome/s
Literacy	<ul style="list-style-type: none">• Improved student outcomes through analysis of student data to drive learning programs in Literacy.• Students at risk will receive ongoing support and intervention through Individual Education Programs.• Consistent collection of data for tracking individual progress through the use of individual assessment files.
Numeracy	<ul style="list-style-type: none">• Improved student outcomes through analysis of student data to drive learning programs in Numeracy.• Students at risk will receive ongoing support and intervention through Individual Education Programs.• Consistent collection of data, both teacher-driven and online Mathletics assessments for tracking individual progress through the use of individual assessment files.
Technology	<ul style="list-style-type: none">• Developing a continuum of ICT learning from K-6 to ensure systematic attainment of technology skills for all students from K-6.• Improved levels of digital citizenship.• Acquiring skills through new technologies to allow students to creatively express themselves through the use of multimedia such as film.
Maintaining a Positive School Culture	<ul style="list-style-type: none">• Maintaining 95% of families attending P&C meetings and school functions.• Maintaining a high standard of communication to new and existing parents and students through Playdate Wednesdays, emailing of newsletters and open invitations to school activities.• Improved preparedness for Kindergarten students in 2013 by maintaining Semester 2 Orientation days, ensuring the creation of positive partnerships between home and school for future students and their families.• Continuing quality school-based promotional materials, media promotions and liaising with Early Childhood facilities to increase number of student enrolments for 2013-2014

2013 Targets

Literacy	Numeracy	Technology	Positive School Culture
<ul style="list-style-type: none"> • More than 50% of students in Year 3 achieving above Band 3 in Literacy • More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> • More than 50% of students in Year 3 achieving above Band 3 in Numeracy • More than 50% of students in Year 5 achieving Band 5 or above in Numeracy 	<ul style="list-style-type: none"> • All students achieving 100% in digital citizenry compliance as outlined in the Department's "budd-e" program 	<ul style="list-style-type: none"> • Continuation of Playdate Wednesdays to encourage positive partnerships between school and future enrolments • Providing opportunities for parents and community to be part of school activities (Learning Workshops, Theme days, Virtual Excursions etc) • Strengthening Public Education through active participation in the Ngumba-Dal Learning Community • Transition programs for Year 6 into Year 7 in cooperation with Junee High School

Reforms

1. Incentives to attract high performing teachers and principals.
2. Adoption of best practice performance and staffing arrangements that articulate a clear role for principals.
3. School operational arrangements that encourage innovation and flexibility.
4. Providing innovative and tailored learning opportunities.
5. Strengthen school accountability.
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

Funding Sources

GR – Global Resources, TPL – Teacher Professional Learning, BS – Best Start

Principal's Signature: _____

SED Endorsement: _____

Date: ____ / ____ / _____

Reform	Outcome	Target	Strategies	Indicators	Timeframe			Responsibility	Funding Source/Budget
					12	13	14		
LITERACY									
2 4 5	Teachers utilising data to determine future teaching and learning for all students	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Literacy More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> Teachers use NAPLAN data analysis and local diagnostic tools to help guide decisions made about learning of the students Teachers participate in updating their SMART training modules on EMSAD website to learn about importance of assessment for learning and being data driven/student focused with individual learning goals for all 3-6 students 	<ul style="list-style-type: none"> Teachers participate in SMART training modules on EMSAD website to learn about importance of assessment for learning and being data driven/student focused A deeper analysis of NAPLAN for each individual child will be completed leading to individual learning goals for all students from Years 3-6 and development of Individual Education Programs where required Analyse current data to identify trends in areas of school improvement to drive learning programs 	X	X	X	All teachers	BS – 2 days training \$660 TPL – Training for updating staff literacy skills
4 5	Principal to effectively monitor learning programs to ensure appropriate lessons for all students	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Literacy More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> Teachers will have opportunities for team planning/professional dialogue around expectations, especially focusing on Best Start and Critical Aspects of Early Literacy Development 	<ul style="list-style-type: none"> Principal will have TARS interviews in term 1, setting professional learning plans and working through the Teaching Standards with staff. Staff programs will be shared at the end of each term. 	X	X	X	Principal	Principal's release budget

3 4 5	Individual student learning needs identified and appropriate support provided	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Literacy More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> IEP for all identified K-6 students and targeted groups of students by support teacher Incorporating and aligning Spellodrome program with Illabo PS Scope and Sequence 	<ul style="list-style-type: none"> Students are selected for intervention from data, observation and teacher judgement for implementation of Individual Education Programs. Parent/teacher meetings will inform parents of Individual Education Programs for their child Support Teacher Learning used for K-6 small groups where students need extra support. 	X	X	X	Principal Nathan Steward Cheryl Carter	LAPS Flexible Learning Spellodrome licences \$450 p.a. Parent information interviews
1 4	Teachers prepare students for interschool debating	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Literacy More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> Premier's Debating Challenge held in terms 2 and 3 each year, to increase skills and confidence in Public Speaking 	<ul style="list-style-type: none"> All 3-6 students are taught Public Speaking strategies to participate in interschool debating 	X	X	X	Cheryl Carter	\$330 release budget for interschool debating
2 3 5	Improved Student Outcomes School is well resourced with appropriate resources to ensure best practice and needs of the students	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Literacy More than 50% of students in Year 5 achieving Band 5 or above in Literacy 	<ul style="list-style-type: none"> Specific texts for use with Years K-6 students. Resources created to support implementation of Best Start for K-2 students Vocabulary and Reading Texts will be worked on with specific focus on comprehension strategies Implementing Netspell – an online format for testing and collating data 	<ul style="list-style-type: none"> Targets set for 2013 NAPLAN testing. An analysis will be completed after arrival of 2013 results to see how school has improved Resources created to support implementation of Best Start for K-2 students 	X	X	X	Extra Classroom Aide	Global Budget

NUMERACY

3	Evidence based research guides teaching practices in all Numeracy sessions	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Numeracy More than 50% of students in Year 5 achieving Band 5 or above in Numeracy 	<ul style="list-style-type: none"> Programs substantiate assessment driven learning programs 	<ul style="list-style-type: none"> Group planning sessions K-6 	X	X	X	All staff	
3	Teachers program relevant and appropriate learning experiences for students	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Numeracy More than 50% of students in Year 5 achieving Band 5 or above in Numeracy 	<ul style="list-style-type: none"> All teachers follow Illabo scope and continuum 	<ul style="list-style-type: none"> All teachers follow Illabo scope and continuum 	X	X	X	Principal	
4	Individual student learning needs identified and individual support provided	<ul style="list-style-type: none"> More than 50% of students in Year 3 achieving above Band 3 in Numeracy More than 50% of students in Year 5 achieving Band 5 or above in Numeracy 	<ul style="list-style-type: none"> Mathletics and Spellodrome maintained for whole school usage by students and staff for at school and home use for all classes 	<ul style="list-style-type: none"> Mathletics/Spellodrome awards regularly given out once a week to encourage greater participation by students at home. A Mathletics class trophy given weekly to highest scoring individual student for clear display on their desks 	X	X	X		
TECHNOLOGY									
4 6	Technology is incorporated across all Key Learning Areas. All students, staff and parents comply to digital citizenry compliance "budd-e" program.	<ul style="list-style-type: none"> All students achieving 100% in digital citizenry compliance as outlined in the Department's "budd-e" program 	<ul style="list-style-type: none"> Implement Illabo PS Scope and Sequence for Technology where digital citizenry is an integral part of the continuum for K-6 Implementing movie-making as a new technology skill for 2013 utilising iPad's inbuilt cameras and video editing software 	<ul style="list-style-type: none"> All students, parents and staff sign an understanding of digital citizenship K-6 follow a sequenced Technology learning continuum All students participate in digital movie making for the end of year production 	X	X	X	All staff	Global Funding Computer Coordinator

POSITIVE SCHOOL CULTURE

5 6	<p>School celebrates and is publicly proud of its achievements. Parents and community members are updated of school achievements</p>	<ul style="list-style-type: none"> • Continuation of Playdate Wednesdays to encourage positive partnerships between school and future enrolments • Providing opportunities for parents and community to be part of school activities (Learning Workshops, Theme days, Virtual Excursions etc) • Working with Junee High School to ensure positive relationships between Illabo Public School and future enrolments for Junee High • Promotion under the Ngumba-Dal Learning Community as excellence in Public Schools • Developing strong partnerships between parents and the school in providing access to student's progress in spelling via the Netspell program 	<ul style="list-style-type: none"> • Designing and upgrading school promotional materials: <ul style="list-style-type: none"> ○ New "Magazine" Newsletter Format ○ Homework Guide ○ Parent Info Book ○ Flyers ○ Kinder Orientation • Incorporating QR symbols in newsletters and promotional materials to link directly to our school website • Promoting school activities open to parents and wider community • Promoting positive relationships with Junee High School through promotional materials, newsletters and joint P&C memberships. 	<ul style="list-style-type: none"> • Newsletters will include information about school activities. • Distributed fortnightly. Also emailed out and available on school website • Organise ongoing displays at school and in the community showing quality work of our students • Maintaining excellent parental and community support at P&C, Theme Days and school functions 	X	X	X	All staff	Global budget
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