

# SCHOOL PLAN 2012 -2014

## SCHOOL CONTEXT

Barmedman Public School is situated in the north of the Riverina Region and is part of the Riverina North West School Education Group. Most students that attend the school are from the country village of Barmedman, which has begun to have a more stable number of families with school age children, after having reduced numbers due to the continuous and devastating drought conditions over the past 8 years. We have 14 families with a total of 18 students enrolled for 2011 and 21 students anticipated for 2012.

The school has large historic open buildings and is set on 5 acres with well maintained grounds.

Barmedman Public School is part of the Country Areas Program and the Priority Schools Program which assists students learning and community partnerships. The school focus areas are literacy and numeracy and integrating technology into all Key Learning Areas.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOMES
Literacy Numeracy Student Leadership and citizenship	School internal assessments and standardised national tests will show each student is achieving improved learning outcomes in comprehension and writing and mental computation and problem solving skills in numeracy. Staff observation and student self assessment indicates improved student leadership and citizenship skills.

## TARGET/S

By the end 2012 , 80% percentage of students in year 1 to 6 achieving a satisfactory or above in school based assessments in reading and writing (Current benchmark is Reading 67% and Writing 72% )

All students in Year 5 achieving at or above expected growth in writing, spelling and reading in the 2012 NAPLAN

By the end 2012, 80% of students in year 1 to 6 achieving a satisfactory or above in their school report in number and working mathematically (Current benchmark 72%)

All students in Year 5 achieving at or above expected growth in numeracy in the 2012 NAPLAN

Students demonstrate and indicate in self assessment improved leadership and social skills as measured by success by individual learning plan targets.

PRINCIPAL'S SIGNATURE	<table style="width: 100%;"> <tr> <td style="width: 60%;">SED ENDORSEMENT</td> <td style="width: 40%;">DATE</td> </tr> </table>	SED ENDORSEMENT	DATE
SED ENDORSEMENT	DATE		

SCHOOL IDENTIFIED PRIORITY								
OUTCOME/S	School internal assessments and standardised national tests will show each student is achieving improved learning outcomes in comprehension and writing.	TARGET/S	By the end of 2012 , 80% percentage of students in year 1 to 6 achieving a satisfactory or above in school based assessments in reading and writing (Current benchmark is Reading 67% and Writing 72% )					
	All students in Year 5 achieving at or above expected growth in writing, spelling and reading in the 2012 NAPLAN							
Indicators		Reforms	Strategies		TIMEFRAME		RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>Class assessments each term and semester indicate growth for every student</p> <p>Students are reading and spelling at or above their chronological age by the end of the year.</p> <p>Reading recovery levels improved over the year with students at above or at the following levels by the end of the year: K- 7 1- 16 2 - 26</p>		3  2,4	<p>Employ a temporary teacher for 2 days a week to provide smaller class groups for literacy.</p> <p>Incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs</p>	2012 X	2013 X	2014  X	Principal Staff	<p><b>Temp Teacher</b> CAP - \$2250 PSP- \$2250 Low SES - \$7500</p>
<p>All staff use criteria marking in writing and all students are achieving satisfactory grades in writing by the end of semester 2.</p> <p>Teaching staff indicate that the professional learning improved their teaching in Reading and writing</p>		4,1  3,1  4  4,5	<p>Teacher professional learning in the following programs – 3Ls, Accelerated Literacy, Reading Recovery techniques and Reading to Learn.</p> <p>Provide casual relief for staff to take part in planning and programming with network of schools.</p> <p>Develop personalised learning plans for students</p> <p>Training on giving constructive student feedback</p>	X  X  X  X	  X  X	    X	<p>Staff</p> <p>DET consultant</p>	<p><b>Professional Learning -</b> Low SES - \$3000 TPL - \$1000</p>

	4	Purchase resources to engage learners and improve learning outcomes like animation equipment, iPod touches, interactive whiteboard software and accelerated literacy texts.	X			Principal Parents	<b>Resources -</b> CAP- \$1500 PSP- \$1500 Low SES - \$3000
Parents indicate in surveys that partnership between the home and school have been strengthened through the information via newsletters , parent information and workshop sessions	6  6	School provides pre-school learning opportunities to students in the community that will be attending school in 2013  Provide parent workshops on reading, spelling and writing	X	X		Staff Parents	<b>Pre-school and parent workshops</b> Low SES - \$2600 School - \$1750
Students evaluate and record individual goals in their ILP set by themselves, teachers and parents, each term	4	Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties	X	X	X	Staff Students Parents	

OUTCOME/S	School internal assessments and standardised national tests will show each student is achieving improved learning outcomes in mental computation and problem solving skills in numeracy.	TARGET/S	By the end of 2012, 80% of students in year 1 to 6 achieving a satisfactory or above in their school report in number and working mathematically ( Current benchmark 72%)  All students in Year 5 achieving at or above expected growth in numeracy in the 2012 NAPLAN						
Indicators		Reforms	Strategies		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>Students are able to move up 1 or more levels in the SENA 1 or SENA 2 assessments in CMIT each semester.</p> <p>Best start results indicate that Kinder students receive Level 2 or higher in numeracy in their final assessment in Term 4.</p> <p>Staff undertake analysis of students data using SMART 2 and identify trends and individual analysis</p>		3	Employ a temporary teacher for 2 days a week to provide flexible class structure based on student needs for numeracy.	2012 X	2013 X	2014	Staff	<b>Temp Teacher</b> CAP - \$2250 Low SES - \$7500 PSP - \$2250	
		2,4,5	Incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs	X	X	X	DET consultant		
		4	Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties	X	X	X			
Staff indicate satisfaction with the workshops each term to improve "Literacy and Numeracy" outcomes.		4,1	Teacher professional learning in the following programs – TENS and TOWN.	X			Principal	<b>Professional Learning -</b> Low SES - \$3000 TPL - \$1000	
		3,1	Provide casual relief for staff to take part in planning and programming with networks of schools.	X	X		Parents		
		4	Purchase resources to engage learners and improve learning outcomes like iPod touches, interactive whiteboard software and game and hands on maths equipment.	X	X		Staff	<b>Resources -</b> CAP- \$1500 PSP- \$1500 Low SES - \$3000	

	6	School provides pre-school learning opportunities to students in the community that will be attending school in 2013	X	X	X	Community Staff	<b>Pre-school and parent workshops</b> Low SES - \$2600 School - \$1750
	6	Improve partnership with home and school and provide parent workshops on numeracy skills					
Students evaluate and record individual goals in their ILP set by themselves, teachers and parents, each term	4	Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties	X	X	X	Staff Students Parents	

OUTCOME/ME/S	Improved leadership and citizenship skills	TARGET/S	Students demonstrate and indicate in self assessment improved leaderships and social skills						
Indicators		REFORMS	Strategies		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Term assessments indicate 100% of students demonstrate progress towards individual goals		5,6	Link with other government programs like "Kids matter"		2012	2013	2014	Staff	School - \$1500
Staff behaviour snap shots each term, indicate students behaviour has improved in classroom and playground and with less behaviour referrals		6	Students take part in community activities		X	X	X	Parents Community Kidsmatter team	CAP - \$1000
Student assessments and staff feedback indicates that student's engagement and learning ability has improved with the use of the Kids Matter Program		4,5,6	Senior students take part in leadership activities like public speaking and debating.		X	X	X	Student welfare consultants	
The total amount of behaviour referrals given per term remains the same or reduces.		4,6	Visit senior citizens		X	X	X		
ILP semester review each semester indicates achievement of behavioural, leadership and citizenship goals		5	Monitor behaviour with behaviour referrals		X	X	X	Mental health professional	
		4	Incorporate leadership and citizenship and peer support strategies as part of ILP		X	X	X	Health services	
		4,6	Individual learning plans are developed with teacher and parent involvement each term		X	X	X		