



MOUNT AUSTIN PUBLIC SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Mount Austin Public School has an enrolment of 243 students in 2011 and draws its students from a low socio-economic background. As a result the school receives Priority School Funding (PSP) funding which supports literacy and numeracy initiatives. The school has approximately an enrolment of 4.3% with English as a Second Language students and an enrolment of 34% of Aboriginal and Torres Strait Islander and receives the assistance of an Aboriginal Education Officer (AEO) and In Class Tuition program funded through the Department of Education, Employment and Workplace Relations. Major evaluations of Culture and English were conducted in 2010 and are reported on in detail in the Annual School Report. Mount Austin Public School was placed on the Federal Government National Partnership group of schools. This has been a significant boost in funding and resources for Literacy and it will continue in 2012 as the school goes onto the Low Socio-Economic group for National Partnerships schools funding.

SCHOOL IDENTIFIED PRIORITY AREA/S

INTENDED OUTCOME/S

Aboriginal Education

Increase Aboriginal student learning outcomes in literacy and numeracy to match or better outcomes for all students

Literacy

Improved literacy performance of all students

Numeracy

Improve the numeracy performance of all students

Engagement, attainment and attendance

Improve student engagement in learning

TARGET/S

Aboriginal Education

Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth in reading and numeracy from 50% in 2011 (4 of 8 students) to 62% in 2012, 75% in 2013 and 87% in 2014.

Literacy

Increase in the number of students achieving at or above the minimum standard for Year 3, in the 2011 NAPLAN Reading from 97% in 2011, to 98% in 2012, 100% in 2013 and 100% in 2014.

Increase the number of students achieving at or above the minimum standard for Year 5, in the 2011 NAPLAN Reading from 84% in 2011, to 87% in 2012, 90% in 2013 and 93% in 2014.

Increase in the number of students achieving at or above the minimum standard for Year 3 in the 2011 NAPLAN Writing from 95% in 2011, to 98% in 2012, 100% in 2013 and 100% in 2014.

Increase in the number of students achieving at or above the minimum standard for Year 5 in the 2011 NAPLAN Writing from 94% in 2011, to 97% in 2012, 100% in 2013 and 100% in 2014.

Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth

Numeracy

Increase in the number of students achieving at or above the minimum standard for Year 3 in NAPLAN numeracy from 88% in 2011 to 91% in 2012, 94% in 2013 and 97% in 2014.

Increase the number of students achieving at or above the minimum standard for Year 5, in the 2011 NAPLAN Numeracy from 94% in 2011, to 97% in 2012, 100% in 2013 and 100% in 2014.

Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than the expected growth

Engagement, attainment and attendance

Increase the attendance rate for Aboriginal students from 74% in 2011 to 76% in 2012, 78% in 2013 and 80% 2014

All students are engaged in and benefitting from learning

Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning

Active school-community partnerships in place

PRINCIPAL'S SIGNATURE: *Anna Middleton*SED ENDORSEMENT: *Sandra Clifford*

DATE: 7 Nov 2011

SCHOOL IDENTIFIED PRIORITY: Aboriginal Education

OUTCOME/S	Increase Aboriginal student learning outcomes in literacy and numeracy to match or better outcomes for all students	TARGET/S	Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth in reading and numeracy from 50% in 2011 (4 of 8 students) to 62% in 2012, 75% in 2013 and 87% in 2014.					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
			2012	2013	2014			
Access regional support in Aboriginal Education as required in 2012-2014 Attendance at Regional and Aboriginal leadership training events Ensure that teachers’ professional learning plans include a specific focus on bridging the gap in outcomes between Aboriginal and non –Aboriginal students (AEP 2009-12)		Increased number of Aboriginal parents coming to the school to talk with teachers about their child’s learning needs and progress. Support of literacy through engagement of Norta Norta tutor Provision of release time for staff to meet with parents and caregivers to complete PLP’s Indigenous names for plants and their uses in appropriate signage and placement	✓	✓	✓	Principal Aboriginal education committee	(R2)	Aboriginal Education funds \$5000
Implement small intensive reading groups to target students with support from the ESL teacher, SLSOs (Aboriginal) and the STLA.		Norta Norta NAPLAN Evaluation data Aboriginal and non-Aboriginal students in the Kinderstart program	✓	✓	✓	STLA SLSO Aboriginal ESL teachers	(R4)	Norta Norta funds
Use of <i>Community Room</i> to promote parental involvement in the Personalised Learning Plan (PLP)process Provide release time for individual teachers to meet with parents and complete PLPs		All Aboriginal students have a PLP Aboriginal parent involvement in the PLP process (goal setting & strategies). PLP’s completed and reviewed each semester	✓	✓	✓	Assistant Principal Aboriginal Education Committee	(R4)	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Joining with other schools to create a Partnership Co-ordinator position to support leadership development programs, provide training in analysis of data and co-ordinate professional learning networks.	<p>Structured in-school leadership programs established</p> <p>Evidence in class programs that programming has been informed by student learning data</p> <p>Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional</p>	✓	✓	✓	Regional Coordinator Principal	(R1,R2,R4, R5)	\$13000 NP Low SES Regional Contribution

SCHOOL IDENTIFIED PRIORITY: Literacy									
OUTCOME/S	Improved literacy performance of all students	TARGET/S	Increase in the number of students achieving at or above the minimum standard for Year 3, in the 2011 NAPLAN Reading from 97% in 2011, to 98% in 2012, 100% in 2013 and 100% in 2014. Increase the number of students achieving at or above the minimum standard for Year 5, in the 2011 NAPLAN Reading from 84% in 2011, to 87%in 2012, 90%in 2013 and 93% in 2014. Increase in the number of students achieving at or above the minimum standard for Year 3 in the 2011 NAPLAN Writing from 95%in 2011, to 98% in 2012, 100% in 2013 and 100 % in 2014. Increase in the number of students achieving at or above the minimum standard for Year 5 in the 2011 NAPLAN Writing from 94%in 2011, to 97% in 2012, 100% in 2013 and 100% in 2014. Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
				2012	2013	2014			
Completion of DASA and establishment of personal professional data learning plan Conduct staff training each year to update DASA skills and confidence accessing SMART data - 2 hours x25 teachers		Results of DASA training		✓	✓	✓	Principal Computer coordinator	(R2)	Data training \$2000 TPL
Utilise NAPLAN results, the syllabus and other assessment data to inform teaching and learning programs. Two staff meetings per year in March and September to develop and monitor whole school plan based on NAPLAN literacy priorities 2012-2014		Familiarity with the students’ profile for the class- evidenced by references within the teaching program		✓	✓	✓	Classroom Teachers Assistant Principal Principal Literacy Leader	(R4)	
Ameliorate identified areas of need using whole school professional learning plans. Implement L3 and Focus on Reading and extend		Improved NAPLAN results indicated in SMART data		✓	✓	✓	Principal Executive staff Literacy Coordinator All staff	(R4)	NP Low SES \$39000 (Multilit) NP Low SES Literacy Leader \$76635

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2012	2013	2014			
<p>Accelerated Literacy 1-6, Multilit - identified students Best Start K-2 Reading Recovery Yr 1 Additional endorsed courses</p> <p>Train 4 teachers in AL per annum 2012-14</p> <p>Update 8 teachers in AL annually 2012-14</p> <p>Implement AL and document in planning, target setting and reporting in teaching programs</p> <p>Train 4 SLSO's in Multilit method</p> <p>Provide resources to implement Best Start in weeks 1-7 Term 1 annually 2012-2014</p> <p>Train 1 teacher in 2012-2013 in Reading Recovery</p> <p>Employ 1 teacher .5 to implement additional Reading Recovery 2012-2014</p> <p>Provide training for 1 teacher in Focus on Reading 2012-2014</p> <p>Train classroom teachers in Super Six strategies – 2012</p> <p>Up-skill classroom teachers in teaching of spelling - 2012</p> <p>Support attendance at applicable teaching and learning forum sessions 2012-14 (R4)</p>	Improved NAPLAN results indicated in SMART data	✓	✓	✓	Principal Executive staff Literacy Coordinator All staff	(R4)	<p>Global Best Start funds allocated from budget \$4000 Reading Recovery entitlement from staffing</p> <p>NP Low SES \$21000</p> <p>Global funds \$2000</p> <p>.3 funding from National Partnerships Low SES, .2 from unfilled vacancy</p> <p>TPL \$6000</p> <p>SDD T/4 2011 Global funds \$400 catering</p>

SCHOOL IDENTIFIED PRIORITY: Numeracy									
OUTCOME/S	Improve the numeracy performance of all students	TARGET/S	Increase in the number of students achieving at or above the minimum standard for Year 3 in NAPLAN numeracy from 88% in 2011 to 91% in 2012, 94% in 2013 and 97% in 2014. Increase the number of students achieving at or above the minimum standard for Year 5, in the 2011 NAPLAN Numeracy from 94% in 2011, to 97%in 2012, 100% in 2013 and 100% in 2014. Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than the expected growth						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
				2012	2013	2014			
Two staff meetings per year in February and September to develop and monitor whole school plan based on NAPLAN numeracy priorities 2012-2014 Ameliorate identified areas of need using whole school professional learning plan Implement Count Me In Too, Counting On, Count Me In Too Indigenous Early numeracy continuum and the Early learning plan in numeracy Train 4 teachers in CMIT per annum 2012-2014 Train 3 teachers in Counting On 2012-14 Train 1 teacher and SLSO in Count Me In Too Indigenous Programming using the Early Learning Plan in numeracy by all ES1 and S1 teachers 2012-2014 Access regional support in numeracy as required in 2012-2014 Support attendance at applicable teaching and learning forum sessions 2012-2014		Familiarity with the students’ profile for the class- evidenced by references within the teaching program		✓	✓	✓	Principal	(R4)	NP Low SES \$16000 to be used for teacher Professional Learning in numeracy to provide release to attend training and in school planning
		Utilisation of NAPLAN results, the syllabus and other assessment data present in teaching and learning programs					Numeracy Mentor Best Start Coordinator S1 and ES1 teachers		

SCHOOL IDENTIFIED PRIORITY: Engagement, attainment and attendance

OUTCOME/S	Improve student engagement in learning	TARGET/S	Increase the attendance rate for Aboriginal students from 74% in 2011 to 76% in 2012 , 78% in 2013 and 80% 2014						
			All students are engaged in and benefitting from learning						
			Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning						
			Active school-community partnerships in place						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
				2012	2013	2014			
Maintain weekly follow up by NP Liaison Officer to monitor attendance Inform parents and caregivers of the achievements of their children		Increase in attendance rates shown by data of Absence returns Record of calls made by NP officer		✓	✓	✓	National Partnership Community Liaison Officer	(R5)	NP Low SES \$49380
Develop an evidence-based attendance strategy in 2012 in consultation with school community, which includes targets for improved attendance and reflects the school response to and seeks to enhance the linguistic, cultural and contextual resources that students bring to their schooling (ATSIEAP2010-2014)				✓	✓	✓	National Partnership Community Liaison Officer	(R3)	
Purchase additional home readers				✓	✓	✓	Librarian	(R5)	PSP \$5000
Support attendance at applicable teaching and learning forum sessions 2012-2014		Reporting done annually on progress towards meeting the targets as identified in Annual School Report (ATSIEAP2010-2014) In school assessment data in Feb/Mar and Oct/Nov		✓	✓	✓	Principal	(R5)	TPL funds \$6000 for teaching and learning forums

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Continue joint work with Charles Sturt University to develop improved programs in ICT and Science and Dental Health	Results of survey of staff as to individual needs in TPL Implementation indicated through change in school profile graph in Analytical Framework from phase 3 to phase 4	✓	✓	✓	Principal	(R1)	
Social Worker to work one day per week on school site	Records and data in working with external agencies such as Centrelink, Housing NSW, DADHC	✓	✓	✓	Principal	(R6)	NP Low SES \$20000
Complete remodelling of kitchen teaching space to continue sustainable garden strategy to healthy food and healthy eating, with an emphasis on literacy and numeracy	Allocated teaching time Weekly lessons in kitchen area across K-6 about nutrition, measurement, talking and listening	✓	✓	✓	Principal	(R3)	NP Low SES \$10000 + \$3000 seeding grant for kitchen
Hire of local bus to strengthen the ties and mobility of students and community for local excursions, and behaviour rewards	Bus hire data	✓	✓	✓	National Partnership Community Liaison Officer	(R6)	Bus hire \$60 per trip \$5000 per semester NP Low SES
Employ Speech therapist to screen and provide therapy for students, and professional learning	Speech reports, therapy records and data from therapist	✓	✓	✓	Principal	(R6)	NP Low SES \$20000
Ensure that all teachers professional learning plans include development of knowledge and skills in ESL pedagogy and teaching refugee students	ESL scales Teaching program evidence	✓	✓	✓	Principal	(R2)	New Arrivals Program entitlement