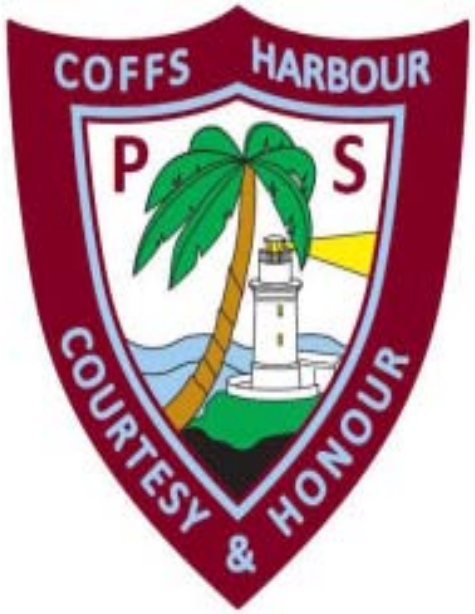
Coffs Harbour Public School

2012 - 2014



Coffs Harbour Public School (1584) Management Plan 2012- 2014

SCHOOL PLAN FOR COFFS HARBOUR PUBLIC SCHOOL 2012- 2014

School Context:

The Coffs Harbour Public School community is committed to providing a caring, tolerant and supportive educational environment. We strive to ensure personal success and the pursuit of individual excellence for all members of our learning community. This is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student's needs. Our school population is presently 350 students comprising of 300 mainstream students and 50 Special Education students. 21 % of our students are Aboriginal. 20 % are EALD students. We currently have 20 classes, 5 of which are special education classes. Our school receives additional funding through the Equity Schools program.

Priority Area	***Intended Outcomes***	***Targets***
Literacy	☐ Improved Literacy outcomes for all students ☐ Enhanced quality teaching practices to improve levels of Literacy achievement for all students in line with school targets.	☐ To increase the % of year 3 students in Grammar and Punctuation achieving in Bands 5 and 6 from 15.5% to 20% by 2013. ☐ To decrease the % of year 5 students in Grammar and Punctuation in the bottom two bands from 52.7% to 40% by 2013.
Numeracy	☐ Improved Numeracy outcomes for all students ☐ Enhanced quality teaching practices to improve levels of Numeracy achievement for all students in line with school targets.	☐ To increase the % of year 3 students in Data, Measurement, Space and Geometry achieving bands 5 and 6 from11% to 25% by 2013. ☐ To increase the % of year 5 students, in Space and Geometry, in the proficiency bands, from 26% to 35% by 2013.

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National Partnership Reform Areas

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

Funding Sources

- ☐ Global
- ☐ PSP/Equity
- ☐ National Partnerships low SES (NP)
- ☐ Empowering Local Schools National Partnerships (ELSNP)
- ☐ Early Action for Success (EAFS)
- ☐ Wambinya/Norta Norta

Plan has been endorsed by

Principal

School Education Director

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School Priority Area –Literacy Targets

- ☐ To increase the % of year 3 students in Grammar and Punctuation achieving in Bands 5 and 6 from 15.5% to 20% by 2013.
- ☐ To decrease the % of year 5 students in Grammar and Punctuation in the bottom two bands from 52.7% to 40% by 2013

Indicators	Strategies	Responsibilities	Time Frame - Term				Funding allocation & funding source	Reform	2013	2014
			1	2	3	4				
Collecting and collating whole school data each term (K-2 every 5 weeks)to analyse effectiveness of : • Professional Learning and its transference into the classroom. • Assessment information.	Implement Professional learning utilising Best Start, NAPLAN, SMART analysis and Focus on Reading 3-6. Ongoing discussion through staff meetings of how to utilise these strategies to meet the needs of all students. K-6 staff discussion on use of Literacy continuum and mapping of their students. Track and monitor student progress through regular assessment against the Literacy Continuum. K-2 staff to work with IL (Instructional **Leader**) to support teachers with QT practices.	All staff Literacy team LaST IL	✓	✓	✓	✓	TPL - $5 000 EAFS $4000 PSP - $3 000		✓	
Collation of term data (K-2 data collected every 5 week s) indicates improved student outcomes and teaching practices in Grammar and Punctuation.	Review current K-6 teaching strategies of Grammar and Punctuation. Professional learning to realign and refocus explicit teaching of Grammar and Punctuation. Determine and implement a school strategy/policy to support high quality teaching of Grammar and Punctuation.		✓	✓	✓		TPL $3000		✓	

Monitor programs to align with in-class support and PL offered as part of TARS/EARS schedule each term.	Support staff to implement Best Start and Focus on Reading 3-6 with an emphasis on quality teaching and classroom data analysis through: In-class support, lesson study, staff/stage meetings, modelling Literacy, consistent teacher judgement, and collegial feedback and evaluations with pre and post data.	All staff	✓	✓	✓	✓	NP - $500 PSP - $3000 TPL $1000	3	✓	
Ensure K-6 spelling is consistent across K-6 and is aligned with syllabus expectations as part of PL in Terms 1 and 2.	Evaluate current spelling strategies and implement any suggested changes which will have a positive impact on student outcomes in spelling. Review on a 5 week basis at stage and whole staff level.	All staff - Stage groups	✓	✓			NP - $1000	5	✓	
Improved student attendance, engagement skills and knowledge to be monitored each term and reviewed as necessary.	Literacy resource audit and feedback to staff, purchase appropriate Literacy based resources: Library, IT hardware, purchase and appropriate use of i-pads, levelled classroom readers including home readers, purchase appropriate consumables to support implementation of Focus on Reading 3-6. This will further support the 21st learning needs of all students by providing diverse learning and higher engagement opportunities for students. Teaching and support staff will engage in deep, relevant PL and teacher talk to support quality teaching.	All staff	✓	✓	✓	✓	PSP - $5 000 NP - $500 EAFS $4000 ELSNP $34000	4	✓	
	Determine a school strategy / policy on the implementation of the writing process. Realign and refocus on spelling, grammar and punctuation. Writing groups established to accelerate students in years 3-6. IL to support K-2 staff. Review current K-6 writing process and scope and sequence. This will allow for discussion of best practice, time to implement ideas and feedback.	All staff - Stage groups	✓	✓	✓	✓	TPL - $2 000		✓	

Identify students requiring additional support in Literacy and provide assistance and review on regular basis.	Utilise LaST support staff to support learning programs in Literacy and Numeracy targeting ES1/Stage 1. Establish further support for EALD phase 2 and 3 students K-6. Employ 4 additional classroom teachers to allow for innovation and flexibility. This will allow for above establishment classes to continue to develop a positive learning environment, allow teachers opportunities to practice new skills and teaching strategies (learnt through PL) with a smaller cohort. This will also allow for additional peer coaching and mentoring between stages to take place, gifted and talented students supported, additional TPL in identified areas, and activities such as lesson studies to improve QT in classrooms. This will ensure a sustainable culture of high quality teaching, high expectations for all when additional funding ceases.	LaST Principal Employed staff member	✓	✓	✓	✓	NP $352,470 LaST teacher EAFS $10000	1 3 4	✓	
Collating 5 week data informs teaching practices on all aspects of Literacy.	Continue Best Start assessment of all Early Stage 1/Stage 1 students at the beginning of the school year and every 5 weeks. On-going analysis of class and group data to inform teaching programs. IL to support and guide K-2 staff on 5 week programming cycle to improve student outcomes in all Literacy areas. Compile data on entry to school in Literacy for all kindergarten students. Compile data for all stage 1 students each semester. Reflect Best Start organisational components in teaching programs.	Early stage 1/ stage 1 staff IL	✓	✓	✓	✓	EAFS $5000 NP $500	2	✓	
	Continued implementation of assessment schedules to drive teaching/learning sequences. Provide professional learning to staff of new BOS syllabus through 4 modules (19hr) in 2013.	All staff	✓	✓	✓	✓	TPL $5000 NP $1032	2	✓	

	Collect pre-data Term 1 and Post data collected Term 4. Complete running records, a minimum of twice a term until individual child achieves level 30. Offer PL on CTJ of completion of running records. Utilise running record data to assist with programming student's needs in Reading.	All staff	✓	✓	✓	✓	Nil		✓	
Identify Aboriginal students annually in SMART data to target for Norta Norta and Wambinya support.	Employ an additional Aboriginal staff member using Norta Norta and Wambinya funds to target specific students in Literacy. Offer mentoring and support to SLSOs on a regular basis to assist student learning in classrooms.	Principal/ AEO IL	✓	✓			Norta Norta $2500 Wambinya $7000		✓	
Mentoring to be provided by IL on a weekly basis to K-2 staff to develop lesson study opportunities within each stage to embed the elements and dimensions of the QT framework and classroom practice.	Implement one lesson study on Grammar and Punctuation each semester to be planned, implemented and evaluated with collegial discussion in stage/grade groups. Support staff in implementing a comprehensive Literacy session with a focus on QT, and utilising student data to drive teaching programs. Facilitate staff development and collegial discussions on best practice ideas and uses. Teachers to reflect in collegial teams on the implementation of lessons taught and evaluate content to establish future directions. Principal and IL to lead executive and teaching staff in developing a professional leadership learning plan (PLLP).	Executive IL	✓	✓	✓	✓	NP - $500 TPL $3000 EAFS $10000	1 3	✓ ✓	

	Strengthen links with Lighthouse Community of Schools to provide professional learning opportunities, utilising IL in Literacy and Numeracy.							6		

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School Priority Area – Numeracy Targets

- ☐ To increase the % of year 3 students in Data, Measurement, Space and Geometry achieving bands 5 and 6 from 11% to 25% by 2013.
- ☐ To increase the % of year 5 students, in Space and Geometry, in proficiency bands, from 26% to 35% by 2013.

Indicators	Strategies	Responsibilities	Time Frame - Term				Funding Allocation & Funding Source	Reform	2013	2014
			1	2	3	4				
Collecting and collating whole school data each term (K-2 every 5 weeks)to analyse effectiveness of : • Professional Learning and its transference into the classroom. • Assessment information.	Utilise Mathletics, Mangahigh, Virtual World and SIM on a stick programs across K-6 to improve Numeracy skills and provide extension activities for GATs students. Assign Mathletics task which align with the teaching focus. Continued implementation of GATS targeted groups in stages 2 and 3 with an emphasis on Space and Geometry.	All staff	✓	✓	✓	✓	PSP - $ 4 500		✓	
Collation of term data (K-2 data collected every5 weeks) indicates improved student outcomes and teaching practices in Data, Measurement, Space and	Implement Professional Learning through: In-class support, lesson study, staff/stage meetings, modelling Numeracy, consistent teacher judgement, and collegial feedback and evaluations and utilising Best Start, NAPLAN, SMART analysis and Focus on Reading 3-6 with pre and post data.	All staff Executive	✓	✓	✓	✓	PSP - $6 000 NP - $500 EAFS $3000	1 4 5	✓ ✓	

Geometry.	Track and monitor student progress through regular assessment against the Numeracy Continuum.								✓	
Monitor programs to align with in-class support and PL offered as part of TARS/EARS schedule each term.	Support staff K-6 in implementing Numeracy Continuum with a focus on quality teaching and classroom data analysis.	All staff Executive	✓	✓	✓	✓	NP - $500	3	✓	
Collating 5 week data informs teaching practices on all aspects of Numeracy.	Continue Best Start assessment of early stage1/stage1 students at the beginning of the school year and every five weeks. On-going analysis of class and group data to inform teaching programs. IL to support and guide K-2 staff on 5 week programming cycle to improve student outcomes in all Numeracy areas. Compile data on entry to school in Numeracy for all kindergarten students. Compile data for all stage 1 students each semester. Reflect Best Start organisational components in teaching programs.	Early stage1/stage 1 staff	✓	✓	✓	✓	EAFS $5000		✓	
Improved student attendance, engagement skills and knowledge to be monitored each term and reviewed as necessary.	Purchase appropriate Numeracy based resources: Library, IT hardware, purchase and appropriate use of i-pads, Smartboards. Purchase appropriate resources to support practical Numeracy programs. This will further support the 21st learning needs of all students by providing diverse learning and higher engagement opportunities for students. Teaching and support staff will engage in deep, relevant PL and teacher talk to support quality teaching.	All staff	✓	✓	✓	✓	NP - $1000 PSP-$14 000 EAFS $5000 ELSNP $34000	4	✓	

	Continued implementation of assessment schedules to drive teaching/learning sequences. Provide professional learning to staff of new BOS Syllabus through 4 modules (19hr) in 2013.	All staff	✓	✓	✓	✓	TPL $3000		✓	
	Collect Pre-data Term 1 and Post-data Term 4. Implement a minimum of 2 problem solving lessons a week which incorporates Newman Error Analysis strategies focussing on Space and Geometry.	All staff	✓	✓	✓	✓	Nil		✓	
Identify Aboriginal students annually in SMART data to target for Norta Norta and Wambinya support.	Employ an additional Aboriginal staff member using Norta Norta and Wambinya funds to target specific students in Numeracy. Offer mentoring and support to SLSOs on a regular basis.	Principal/AEO	✓	✓			Norta Norta $2500 Wambinya $7000		✓	
Collection of data every term (5 weeks for K-2) indicates student outcomes are being reached in Space and Geometry.	Utilise drill based activities to reinforce number skills at the beginning of daily Numeracy lessons. Utilise resources such as Study Ladder, Mangahigh and Mathletics to incorporate drill based activities at the beginning of daily Numeracy lessons to support the explicit teaching of Numeracy. Explicitly teach the outcomes of Data, Measurement, Space and Geometry in balanced numeracy lessons. Assessments for and of learning drive teaching programs.	All staff	✓	✓	✓	✓	NP $819	4	✓	
Mentoring to be provided by IL on a weekly basis to K-2 staff to develop lesson study opportunities within each stage to embed the elements and dimensions of the QT framework and classroom practice.	Implement one lesson study a semester to be planned, implemented and evaluated with collegial discussion focussing on Space and Geometry. Mentoring provided by IL to develop lesson study opportunities within each stage to embed the elements and dimensions of the QT framework and classroom practice. Support staff in implementing a comprehensive Numeracy session with a focus on QT, and utilising student data to direct teaching programs.	Executive / all staff	✓	✓	✓	✓	TPL.-$3000 NP - $500	1 3	✓ ✓	

	Teachers to reflect in collegial teams on the implementation of lessons taught and evaluate content to establish future directions. Strengthen links with Lighthouse Community of Schools to provide professional learning opportunities utilising IL in Literacy and Numeracy.							6	✓	