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|  SCHOOL PLAN 2012 -2014 |
| SCHOOL CONTEXT |
| Monteagle Public School is in the South West Slopes, fourteen kilometres west of Young. It is a small school with quality programs and the school community has high expectations There are 32 families with a total of 43 students enrolled for 2012. The school is currently growing in size, with the student cohort predominantly drawn from the Young township. School structure consists of one infant and one primary multi-grade class with a full time teaching principal, one full time and one part time teacher and a school administration manager. The school and the wider community are proud of the school’s traditions and its facilities. |
| SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S |
| * Literacy
* Numeracy
* Technology
 | * Increased levels of literacy achievement for every student.
* Increased levels of numeracy achievement for every student.
* All staff and students improving their understanding of connective learning technologies and web 2 tools in their daily classroom environment.
* Increased quality teaching and learning practices within an enhanced digital teaching and learning environment
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| TARGET/S |
| * 80% of students will achieve stage based outcomes in reading and spelling by 2012; 85% by 2013; 90% by 2014
* 80% of students will achieve stage based outcomes in numeracy by 2012; 85% by 2013; 90% by 2014
* No students will be in the bottom two bands of National Testing in 2012; 2013 and 2014
* 100% of staff incorporate technology into their teaching and learning program in 2012; 2013; 2014
* 80% of students show competency in their stage level for technology in 2012; 85% by 2013; 90% by 2014
 |
| PRINCIPAL’S SIGNATURE: MGordon | SED ENDORSEMENT: Sandra Clifford DATE: 29 March 2012 |

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| SCHOOL IDENTIFIED PRIORITY Literacy |
| OUTCOME/S | * Increased levels of literacy achievement for every student.
 | TARGET/S | * 70% of all students to achieve a minimum of 6 months growth in standardised reading and spelling results.
* 100% of students achieving Band 3 or above in Year 3 NAPLAN in 2012
* 100% of students achieving Band 5 or above in Year 5 NAPLAN in 2012
* 90% of all students move one level along the reading continuum.
* 80% of students achieve stage based outcomes in literacy.
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| STRATEGIES | INDICATORS |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Implement Accelerated Literacy (AL) as the main literacy program throughout the school.
* Explicit teaching of reading in the AL teaching sequence.
* Explicit teaching of spelling in the AL program
* Continually improve the quality of the teaching program
 | * 2nd teacher trained in Accelerated Literacy
* Running records show consistent improvement in the ability to read with accuracy, fluency and comprehension.
* Students generalising spelling strategies into their writing
* Lesson models used to develop teaching practice.
 | 2012**✓** | 2013 | 2014 | PrincipalAll StaffAll StaffAll StaffLiteracy Consultant | TPL$660N/A |

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| STRATEGIES | INDICATORS |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Implementation of reading programs based on the explicit teaching of comprehension and spelling.
* Teachers implement the Super 6 strategies
* Teachers plot where each child is in relation to the comprehension learning sequence and track student progress on the continuum.
* Posters displayed in all classrooms on Super 6 teaching strategies.
* Folders available to staff containing specific teaching ideas for each strategy with provision for comment on their effectiveness.
* Best Start analysis evident in Kindergarten literacy programs
 | * Students using Super 6 strategies across all KLA’s
* Students know where they are on the continuum and what skills they need in order to progress
* Staff using folders and providing constructive feedback on their effectiveness.
* Kindergarten students moving along the Best Start continuum
 | 2012 | 2013 | 2014 | Principal / StaffClassroom TeachersClassroom TeachersClassroom TeachersInfants Teacher | N/A |
| STRATEGIES | INDICATORS | TIMEFRAME | RESPONSIBILITY | FUNDING SOURCE/BUDGET |
| * Use of SMART data and other forms of assessment to inform planning for teaching and learning
* Staff analyse SMART data in staff meetings and access online e-learning modules
* Teaching programs developed with specific reference to areas identified through NAPLAN data analysis and internal assessment.
 | * Students improving in targeted areas and IEP’s developed where necessary
* Staff provide feedback on how understanding the SMART data informs their program and the relevance of the e-learning modules
 |  |  |  | All StaffAll staffAll Staff | N/A |
| * Develop staff professionally in the teaching of literacy through regular staff meetings.
* Increased consistency in the teaching and assessment of reading and spelling within the school.
* Staff attend the Teaching and Learning Conference
 | * Professional dialogue used between staff regarding the teaching of literacy
* Staff implementing AL and the Super 6 strategies
* Staff present feedback on workshops attended in literacy
 |  |  |  | All StaffLiteracy ConsultantAll Staff / Literacy ConsultantK-2 and 3-6 teacher | TPL$660 + course fees |
| STRATEGIES | INDICATORS | TIMEFRAME | RESPONSIBILITY | FUNDING SOURCE/BUDGET |
| * Target students in need of literacy support.
* Personalised Learning Plans (PLP) developed, updated and used by all staff.
 | * Students’ progress through the MulitLit program
* Internal and external information is utilised to inform PLP.
 | 2012**√** | 2013 | 2013 | SLSOAll Staff | CAP School funds$1 200N/A |
| * Create a school Literacy Scope and Sequence in line with the new Australian Curriculum
* Principal trained in the new English syllabus
* Scope and sequence in activities developed
 | * Staff successfully trial components of the new syllabus.
 | ✓✓ | ✓**✓** | ✓ | All StaffPrincipalAll Staff |  N/ATPL$330 + Course feeN/A |

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| SCHOOL IDENTIFIED PRIORITY **NUMERACY** |
| OUTCOME/S | * Increased levels of numeracy achievement for all students
* Improve teacher knowledge of the teaching of numeracy
 | TARGET/S | * 80% of all students to have moved one level along the Early Learning Continuum (Infants) or the Place Value Continuum (Primary)
* 100% of students achieving Band 3 or above in Year 3 NAPLAN in 2012
* 100% of students achieving Band 5 or above in Year 5 NAPLAN in 2012
* 80% of students achieve stage based outcomes in numeracy
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| STRATEGIES | INDICATORS |  TIMEFRAME |  RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Use and analysis of SMART data and other forms of assessment to inform planning for teaching and learning.
* Staff access online e-learning modules
* Teaching programs developed with specific reference to areas identified through NAPLAN data analysis and internal assessment.
 | * Students improving in targeted areas and IEP’s developed where necessary
* Staff provide feedback on how understanding the SMART data informs their program and the relevance of the e-learning modules
 | 2012 | 2013 | 2014 | All StaffAll Staff | N/A |
| STRATEGIES | INDICATORS |  TIMEFRAME  | RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Data walls established which place primary students on the Place Value Continuum
* Task cards made and used in class and as homework to assist students to gain the skills to move to the next level.
 | * Students know where they are on the continuum and what skills they need in order to progress to the next level
 | 2012 | 2013 | 2014 | Primary TeacherSLSOAll staff | N/AGlobal Funds$600 |
| * Develop staff professionally in the teaching of numeracy through regular staff meetings.
* Increased consistency in the teaching and assessment of numeracy within the school.
* Staff to attend the Riverina Maths Conference.
* Staff to attend the Teaching and Learning Conference
 | * Increased professional dialogue between staff regarding the teaching of numeracy
* Staff are able to follow students progress along the continuum
* Staff present feedback on conferences attended in numeracy
 |  ✓ |  |  | All StaffNumeracy ConsultantAll StaffK-2 and 3-6 teacherK-2 and 3-6 teacher | TPL$660 + course feesTPL$660 + course fees |

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| STRATEGIES | INDICATORS |  TIMEFRAME | RESPONSIBILITY | FUNDINGSOURCE/BUDGET |
| * Target students in need of numeracy support.
* Personalised Learning Plans (PLP) developed, updated and used by all staff.
* SLSO employed for targeted intervention
 | * Internal and external information is utilised to inform PLP.
 | ✓ |  |  | All StaffSLSO | N/ACAP School Funds$1 200 |
| * Create a school Numeracy Scope and Sequence in line with the new Australian Curriculum
* Principal trained in the new Mathematics syllabus
* Scope and sequence in activities developed
 | * Staff successfully trial components of the new syllabus.
 | **✓** | ✓ | ✓ | All StaffPrincipalAll Staff | N/ATPL$330 + course fee |

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| SCHOOL IDENTIFIED PRIORITY Technology |
| OUTCOMES | * All staff and students improving their understanding of connective learning technologies and web 2 tools in their daily classroom environment.
* Increased quality teaching and learning practices within an enhanced digital teaching and learning environment
* All staff confident in the use and delivery of connected classroom tools
* Students will have the skills, knowledge and understandings to utilise technology to support their learning
* Students will develop an awareness of the ethical use of technology in everyday life.
 | TARGETS | * 80% of K-6 students display competency at their stage level in 2012
* 80% of K-6 students are competent in the use of at least one web 2 tool in 2012
* 100% of students become responsible digital citizens throughout their lives.
* Increase the number of teachers actively planning for and implementing student participation in integrating ICT for improved outcomes from 60% to 90% by the end of 2012.
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| STRATEGIES | INDICATORS |  TIMEFRAME  | RESPONSIBILITY | SOURCE/BUDGET |
| * Integration of technology and Connected Classroom strategies into all KLA’s but particularly writing and numeracy initiatives.
* All KLA programs are inclusive of integrated software
* Continuation of Mathletics and Radonline and introduction of spellodrome and Reading Eggs licence for all K-6 students.
* TPL addressing staff needs, eg. Inservices, school visits, video conferences, etc.
 | * Evidenced in teaching and Learning Program
* Dramatic CAP initiative

Purchase of resource to use annuallyTeacher feedback from PL activity | 2012**√****√****✓** | 2013 | 2014 | All StaffPaul StaffordColin SchumacherAll StaffPrincipalAll Staff, CoS staff, TA, CAP Consultant | N/ACAP NI$2 310CAP NI$1 230CAP School Funds$2 000 TPL Funds$660CAP School Funds$660 |

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| STRATEGIES | INDICATORS |  TIMEFRAME  | RESPONSIBILITY | SOURCE/BUDGET |
| * Train staff in the effective use of the IWB and video conferencing facilities
* Show staff resources on Tale and Clic
* Develop database of useful sites for all KLA’s
 | * Teachers are aware of what resources are available, where to find them and how they can be used to enhance teaching and learning
 | 2012✓✓✓ | 2013 | 2014 | Infants TeacherPrincipal /TAAll Staff | N/AN/A |
| * Teachers and students trained in the use of and using several Web 2.0 tools in their teaching and learning programs
* Students use literacy skills to train in a virtual community
 | * CAP Create Me and Dramatic CAP initiative
* Documentary of school in Schooltube to be shared with other schools
 | ✓✓ |  |  | CAP Consultant,Principal, StudentsStudents | CAP NI$1 815CAP NI $1 000 |

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| STRATEGIES | INDICATORS |  TIMEFRAME  | RESPONSIBILITY | SOURCE/BUDGET |
| * Professional learning for staff on cybersafety
* Information sessions for parents on cybersafety
* Explicit lessons for students conducted on cybersafety
 | * Parents, teachers and students are active good digital citizens
 | 2012 | 2013 | 2014 | PrincipalPrincipalAll Staff | N/A |