School Management Plan

DRAFT

Woodstock Public School

2012 – 2014

2013
### School Priority Areas 2012 – 2014 - 3 Year Horizon
- Literacy
- Numeracy
- Leadership and Management
- Connected Learning
- Integration

### Public Schools NSW – Strategic Directions 2012 - 2014 - 3 Year Horizon
- Leadership & Management
- Curriculum & Assessment
- Engagement and Attainment
- Literacy & Numeracy
- Aboriginal Education
- Organisational Effectiveness

### Low Socio-Economic Reforms
- Reform 1: Incentives to attract high performing principals and teachers.
- Reform 2: Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.
- Reform 3: School operational arrangements that encourage innovation and flexibility.
- Reform 4: Provision of innovative and tailored learning opportunities.
- Reform 5: Strengthen school accountability.
- Reform 6: External partnership with parents, other schools, businesses and communities and the provision of access to extended services.

### School Context
Woodstock is a small village, population 300, located 25 kilometres north-west of Cowra. The school receives strong support from the local community and community involvement in school activities is a feature. Currently there are 16 students (K-6) from a diverse range of backgrounds including 12.5% Aboriginal. The school operates teaching and learning programs for K-6 students and caters for the broad socio-economic backgrounds of its students with considerable parent contribution through a very active P&C Association. The students are enthusiastic learners who relate well with each other and enjoy the benefits of the Home/School Partnership and interacting with the broader School Community. Individual and small group learning programs operate with experienced, dedicated staff. Staffing has remained stable with only one change in office staff in the last 5 years. The school provides many opportunities for its students in the areas of sport, excursions, leadership and extra curricula activities through Video Conferencing (with other schools, Orange Conservatorium of Music and virtual excursions) personal tutoring and coaching programs and visiting performers. The school receives funding under the National Partnership on Low SES School Communities Initiative as well as PSP funding to run intensive programs in Literacy and Numeracy. In 2011 the school reviewed its Maths programs and management of school planning practices.

### Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

By 2014, Woodstock Public School students will exit Year 6 with reading and writing skills that equip them well for the reading and writing expectations for Stage 4. To achieve this, the school will focus on reading and writing as the key improvement area of literacy. Our success will be evident by all students, other than those identified with specific learning difficulties, achieving in the top 3 bands of Year 5 NAPLAN Literacy tests.

By 2014, Woodstock Public School students will exit Year 6 with numeracy skills that equip them well for the Mathematics expectations for Stage 4. To achieve this, the school will focus on the learning framework in number and working mathematically as the key improvement areas of numeracy. Our success will be evident by all students, other than those identified with specific...
By 2014, Woodstock Public School has a fully operational Stephanie Alexander Garden, Kitchen and Dining program that provides K-6 literacy, numeracy and healthy lifestyle learning opportunities as part of the weekly timetable and deep community engagement and participation with sustainable support for the program.

By 2014 Technology will be integrated into all teaching/learning programs to enhance student engagement at Woodstock Public School.

By 2014, Woodstock Public School will have integrated a student with special learning needs into all key learning areas in the classroom.
<table>
<thead>
<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
</tr>
</thead>
</table>
| **Literacy**                     | • 1.1 All students in years 3-6 improve by a minimum of 1 point in each criteria in criterion based writing tests, in the classroom, by the end of 2013.  
• 1.2 All students in K-2 achieve reading benchmark levels at or above Regional benchmark minimum expectations.  
• 1.3 All students achieve a 10% growth in spelling and grammar tests. |
| **Numeracy**                     | • 2.1 All year 3 students, achieve in the top 3 bands in the 2013 NAPLAN numeracy test.  
• 2.2 An increase in growth, in 2013 of at least 10% by the end of the 4th diagnostic test, for all students as assessed by the Maths Plus diagnostic tests. |
| **Leadership and Management (Community Partnerships)** | • 3.1 With parent and community support the Stephanie Alexander Kitchen Garden Program will be fully integrated into the K-6 teaching and learning programs.  
• 3.2 By the end of 2013 teachers observe an improvement in the range of healthier lunch and recess choices students are bringing to school.  
• 3.3 Teachers observe a 20% increase in ‘time on task’ at the end of 2013 in comparison to the commencement of 2013.  
• 3.4 Attendance at Principal Professional Development where necessary. |
| **Leadership and Management (Learning Community)** | • 4.1 Greater use of connected learning coach to support small school collegiate in the use of video conferencing equipment to program GAT and writing workshops for targeted students from Woodstock, Cargo, Wyangala Dam, Koorawatha and Gooloogong Public Schools.  
• 4.2 Technology and Student engagement surveys Sept 2013, indicate a continued significant use of appropriate ICT to support student engagement and increased opportunities for student self directed learning opportunities – including Video Conferencing. |
| **Integration**                  | • 5.1 Improve the learning outcomes of identified student. |
School Identified Priority Area: 1. Literacy

Intended Outcome/s:
By 2014, Woodstock Public School students will exit Year 6 with reading and writing skills that equip them well for the reading and writing expectations for Stage 4. To achieve this, the school will focus on reading and writing as the key improvement area of literacy. Our success will be evident by all students, other than those identified with specific learning difficulties, achieving in the top 3 bands of Year 5 NAPLAN Literacy tests.

Targets:
- 1.1 All students in years 3-6 improve by a minimum of 1 point in each criteria in criterion based writing tests, in the classroom, by the end of 2013.
- 1.2 All students in K-2 achieve reading benchmark levels at or above Regional benchmark minimum expectations.
- 1.3 All students achieve a 10% growth in spelling and grammar tests.

<table>
<thead>
<tr>
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<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a</td>
<td>Employ a teacher for 2 days per week to provide more intensive instruction to targeted year groups and improve student engagement. All staff to access professional development in criteria-based writing and NAPLAN writing marking and purchase resources.</td>
<td>Pre and post writing tasks show development of all student writing with improvement evident in improved criterion writing scores.</td>
<td>1,2,3,4</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.2a</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.1b</td>
<td>Focus will move more to increased opportunities for all teaching staff at Woodstock PS to engage in professional learning. The focus will be on sustainable best practice quality teaching in literacy and numeracy in a multi stage, multi age setting.</td>
<td>All teaching staff has a clear understanding of criterion based assessment in writing and have developed weekly teaching and learning activities that support all students in quality writing appropriate to their needs and stage of learning.</td>
<td>1,3,4,5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Tutor (employed for this program) for hands on literacy lessons to work with small groups to improve results in literacy.</td>
<td>All students have achieved at least a 10% growth in spelling and grammar tests by the end of 2013 due to small group work.</td>
<td>2</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
School Identified Priority Area: 2. Numeracy

Intended Outcome/s:

By 2016, Woodstock Public School students will exit Year 6 with numeracy skills that equip them well for the Mathematics expectations for Stage 4. To achieve this, the school will focus on the learning framework in number and working mathematically as the key improvement areas of numeracy. Our success will be evident by all students, other than those identified with specific learning difficulties, achieving in the top 3 bands of Year 3 NAPLAN Numeracy tests.

Target/s:

- 2.1 All year 3 students, achieve in the top 3 bands in the 2013 NAPLAN numeracy test.
- 2.2 An increase in growth, in 2013 of at least 10% by the end of the 4th diagnostic test, for all students as assessed by the Maths Plus diagnostic tests.

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<tbody>
<tr>
<td>2.1a</td>
<td>Employ a teacher for 2 days per week to provide more intensive instruction to targeted year groups and improve student engagement.</td>
<td>All students demonstrate at least 10% growth in the Maths Plus diagnostic tests by end of Term 3 2013</td>
<td>1,2,3,4</td>
<td>X</td>
<td>X</td>
<td>Principal Refer 1.1a &amp; 1.2a</td>
</tr>
<tr>
<td>2.2a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refer 1.1a &amp; 1.2a</td>
</tr>
<tr>
<td>2.1b</td>
<td>Focus will move more to increased opportunities for all teaching staff at Woodstock PS to engage in professional learning. The focus will be on sustainable best practice quality teaching in literacy and numeracy in a multi stage, multi age setting.</td>
<td>All teaching staff has a clear understanding Learning Framework in Number and Working Mathematically and have developed weekly teaching and learning activities that support all students in numeracy appropriate to their needs and stage of learning.</td>
<td>1,3,4,5</td>
<td>X</td>
<td>X</td>
<td>Principal Refer 1.1b &amp; 1.2b</td>
</tr>
<tr>
<td>2.2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refer 1.1b &amp; 1.2b</td>
</tr>
<tr>
<td>2.3</td>
<td>Maths consultant to work with teachers and tutor (employed for this program) for hands on maths lessons with small groups to improve results in numeracy.</td>
<td>All students have achieved at least a 10% growth in the diagnostic tests by the end of 2013 due to small group work.</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>Principal, teachers and PSP &amp; Maths consultancy $4200</td>
</tr>
</tbody>
</table>
School Identified Priority Area: 3. Leadership and Management (Community Partnerships)

Intended Outcomes:
By 2014, Woodstock Public School has a fully operational Stephanie Alexander Garden, Kitchen and Dining program that provides:
- K-6 literacy, numeracy and healthy lifestyle learning opportunities as part of the weekly timetable,
- Deep community engagement and participation with sustainable support for the program.

Targets:
- 3.1 With parent and community support the Stephanie Alexander Kitchen Garden Program will be fully integrated into the K-6 teaching and learning programs.
- 3.2 By end of 2013, teachers observe an improvement in the range of healthier lunch and recess choices students are bringing to school.
- 3.3 Teachers observe a 20% increase in ‘time on task’ at the end of 2013 in comparison to the commencement of 2013.
- 3.4 Attendance at Principal Professional Development where necessary.

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<td>3.1</td>
<td>Create rosters, with the support of students, staff, parents and community members (to ensure continuation of program throughout the school holidays), for daily propagation, harvest and preparation of healthy, fresh food. Design teaching and learning programs that promote healthy eating and lifestyle choices.</td>
<td>Food preparation and healthy eating incorporated as an across curriculum perspective K-6. Coordinated roster of community support for the propagation, harvest and preparation of healthy fresh food. By end of 2013, teachers observe an improvement in the range of healthier lunch and recess choices students are bringing to school.</td>
<td>3,4,5,6</td>
<td>X</td>
<td>Principal, community &amp; P&amp;C</td>
<td>Global $1000</td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.3</td>
<td>Integrate key concepts of healthy eating and healthy lifestyle choices into all KLAS. Use the ongoing stimulus provided through the Kitchen-Garden program to promote increased student engagement in weekly literacy and numeracy activities. Attendance at relevant, professional development in ITC and Leadership.</td>
<td>All staff incorporate teaching and learning activities that maximise the value of having a Stephanie Alexander Garden project. Teachers observe a 20% increase in ‘time on task’ at the end of 2013 in comparison to the commencement of 2013. New ideas implemented into student learning.</td>
<td>3,4,5,6</td>
<td>X</td>
<td>Principal and Teachers</td>
<td>Global $1000 PLF $1917 0.1 CRT</td>
</tr>
</tbody>
</table>
School Identified Priority Area: 4. Leadership and Management (Learning Community with a focus on connected learning)

Intended Outcome/s: By 2014 Technology will be integrated into all teaching/learning programs to enhance student engagement at Woodstock Public School.

Target/s:
- Greater use of connected learning coach to support small school collegiate in the use of video conferencing equipment to program GAT and writing workshops for targeted students from Woodstock, Cargo, Wyangala Dam, Koorawatha and Gooloogong Public Schools.
- Technology and Student engagement surveys Sept 2012, indicate a continued significant use of appropriate ICT to support student engagement and increased opportunities for student self directed learning opportunities – including Video Conferencing.

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<tr>
<td>4.1</td>
<td>Cowra/Lachlan Small Schools work collaboratively to access professional learning that is cost effective. Join with other schools to release a person at PH2 level to support leadership development programs providing training in analysis of data and coordinate professional learning networks.</td>
<td>Networks have been built and we have successfully implementing combined activities</td>
<td>1,2,3,4,5,6</td>
<td>X X</td>
<td>Principals and staff.</td>
<td>Global PM $957</td>
</tr>
<tr>
<td>4.2</td>
<td>Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice. Principal to provide staff with video conferencing training and mentoring.</td>
<td>Regular Video Conferences with schools from around the state and Data Connections. Video Conferences with education providers. Lachlan Small Schools GATS VC established.</td>
<td>1,2,3,4,5,6</td>
<td>Sem1 X X</td>
<td>Principal and connected learning coach.</td>
<td>CLC $783</td>
</tr>
</tbody>
</table>
School Identified Priority Area: 5. Integration

Intended Outcome/s:
By 2014, Woodstock Public School will have integrated a student with special learning needs into all key learning areas in the classroom.

Target/s:
- 5.1 Improve the learning outcomes of identified student.

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<td>5.1</td>
<td>Employ a teacher’s aide to assist identified student in attaining outcomes.</td>
<td>Identified student shows improvement in knowledge and skills.</td>
<td>3,4,6</td>
<td>X</td>
<td>Principal</td>
</tr>
<tr>
<td>9.1</td>
<td>Develop support programs in consultation with identified families.</td>
<td>Support programs developed.</td>
<td>3,4,6</td>
<td>X</td>
<td>Principal, Teachers, SLSO</td>
</tr>
</tbody>
</table>

2013 Resource Allocation & Funding Source: $7580 (Tied Funds – Integration)
GLOSSARY

Intended Outcomes

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide  Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to observe or measure, if the strategies are working as expected.
<table>
<thead>
<tr>
<th>Colour (taken from the Palette in Word)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Low SES National Partnership e.g. employ DP</td>
</tr>
<tr>
<td>Black</td>
<td>Global Budget e.g. purchase resource</td>
</tr>
<tr>
<td>Blue</td>
<td>CAP e.g. employ teacher</td>
</tr>
<tr>
<td>Green</td>
<td>PSP &amp; PAS e.g. employ TA</td>
</tr>
<tr>
<td>Purple</td>
<td>Professional Learning e.g. attendance at R2L</td>
</tr>
<tr>
<td>Orange</td>
<td>Aboriginal Education e.g. $2500 SiP employ SLSO</td>
</tr>
<tr>
<td>Dark Red</td>
<td>Other e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>