



Education &  
Communities

# School Management Plan



## Cullen Bullen Public School

**2014**

Revised November 2013

**WESTERN NSW REGION SCHOOLS**

*Quality schools, quality systems and quality outcomes for all*





# Cullen Bullen Public School

## School Management Plan

2014

### School Priority Areas 2014

Literacy

Numeracy

Student Engagement and Community Partnerships

Leadership & Management

### Public Schools NSW – Strategic Directions 2012 - 2014

Leadership & Management

Curriculum & Assessment

Engagement and Attainment

Literacy & Numeracy

Aboriginal Education

Organisational Effectiveness

### School Context

Cullen Bullen Public School is situated 25km north of Lithgow. The school is very well resourced and has terrific facilities. School staff are strongly committed to improving literacy, numeracy and technology outcomes for all students. Teacher quality is a focus with a strong emphasis on student engagement through innovative and engaging teaching and learning programs.

Cullen Bullen School has a PP6 classification and has received equity funding through Transitional Equity Funds. In 2014, the school will be funded under a new model that will include funding allocations based on student need. The school population generally fluctuates between approx. 18 and 30 students and is currently at 27 - 7 of whom are of Indigenous heritage. It is anticipated that 31 students will be enrolled in 2014.

A committed P & C Association operates, organising a range of fundraising activities over the year, along with flexible participation in supporting students and staff to meet needs as they arise. Historically Cullen Bullen was established as a mining town. Local industry today is headed by coal mining and electricity production. The school benefits critically from close ties with surrounding businesses and local communities.

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

- Increased levels of literacy achievement for students in K-6 in all key assessment data.
- Increased student performance within the reading, writing and spelling strands through consistent teacher programming.
- Increased levels of numeracy achievement for students in K-6 in all key assessment data.
- Increased student performance in number through consistent teacher programming.
- Improved student outcomes in numeracy through the implementation and consistent updating of data using the numeracy tracking system.
- Increased student engagement through effective welfare and curriculum initiatives.
- Strengthened community partnerships and increase parent and community involvement in school activities.
- Promotion of a positive image of the school to the local and wider community.

Principal: Mr Mark Davies

Endorsed by Director Public Schools - Bathurst Network: Mr Peter Harvey

Date:

| School Identified Priority Area/s                    | Summary of Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Literacy</p>                                      | <ul style="list-style-type: none"> <li>• All students in K-6 to achieve individual learning growth goals in all aspects of literacy as identified in Individual Learning Plans.</li> <li>• All students K-6 make progress of at least two clusters on the literacy continuum if operating below cluster 8. Students in clusters 8 to 11 to make progress of 1 cluster in all aspects of the literacy continuum.</li> <li>• All students in Year 5 to achieve expected growth in all aspects of NAPLAN literacy.</li> <li>• Increase the number of students in K-6 achieving at or above stage outcomes in spelling and grammar and punctuation.</li> </ul> |
| <p>Numeracy</p>                                      | <ul style="list-style-type: none"> <li>• All students in K-6 to achieve individual learning growth in all aspects of numeracy as identified in Individual Learning Plans.</li> <li>• All students K-6 tracked on the numeracy continuum and demonstrating growth as set in Individual Learning Plans.</li> <li>• All students in Year 5 to achieve expected growth in NAPLAN numeracy.</li> <li>• Close the gap in numeracy so that 60% of students are achieving at or above stage outcomes in number by 2014.</li> </ul>                                                                                                                                 |
| <p>Student Engagement and Community Partnerships</p> | <ul style="list-style-type: none"> <li>• Increase average student attendance to 93% by December 2014.</li> <li>• Increase the number of parents and community members actively involved in school activities.</li> <li>• Provide educational and cultural opportunities for students to increase vocabulary, improve general knowledge and make connections with their learning.</li> </ul>                                                                                                                                                                                                                                                                |
| <p>Leadership and Management</p>                     | <ul style="list-style-type: none"> <li>• Implement the Learning Management Business Reform by the end of 2014.</li> <li>• Establishment of WGEC Leader's Leading Learning Network to build capacity of staff in all aspects of school leadership and management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |

## School Identified Priority Area: Literacy

### Intended Outcomes:

- Increased levels of literacy achievement for students in K-6 as measured and tracked on the literacy continuum.
- Increased student performance within the reading, writing and spelling strands through consistent teacher programming and implementation of the N.S.W English Syllabus for the Australian curriculum.

### Targets:

- All students in K-6 to achieve individual learning growth goals in all aspects of literacy as identified in Individual Learning Plans.
- All students K-6 make progress of at least two clusters on the literacy continuum if operating below cluster 8. Students in clusters 8 to 11 to make progress of 1 cluster in all aspects of the literacy continuum.
- All students in Year 5 to achieve expected growth in all aspects of NAPLAN literacy.
- Increase the number of students in K-6 achieving at or above stage outcomes in spelling, grammar and punctuation.

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Indicators                                                                                                                                                                                                                                                                                                                          | Timeframe |      |      | Responsibility                                             | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                     | 2012      | 2013 | 2014 |                                                            |                                           |
| 1.1    | <ul style="list-style-type: none"> <li>• Implement the N.S.W English Syllabus for the Australian curriculum.</li> <li>• Provide ongoing professional learning for all teaching staff in programming for the N.S.W English Syllabus for the Australian curriculum.</li> <li>• Implement Accelerated Literacy program under umbrella of the N.S.W English Syllabus for the Australian curriculum.</li> <li>• Provide professional learning in Accelerated Literacy for 3-6 teaching staff.</li> <li>• Continued implementation of the Jolly Phonics and Jolly Grammar program in</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence that teaching programs reflect syllabus requirements of the N.S.W English Syllabus for the Australian curriculum.</li> <li>• Accelerated Literacy implemented in 3-6 classroom.</li> <li>• Continued implementation of the Jolly phonics program in the K-2 classroom.</li> </ul> |           |      | ✓    | <p>Principal Teachers</p> <p>Principal Teachers SLSO's</p> | Professional Learning – x 10 days \$4000  |

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                       | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Timeframe |      |      | Responsibility     | 2014 Resource Allocation & Funding Source                                                   |
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|        |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2012      | 2013 | 2014 |                    |                                                                                             |
|        | <p>classroom programs and practice for all students K-2.</p> <ul style="list-style-type: none"> <li>Provide ongoing professional learning in Jolly Phonics and Jolly Grammar for all K-2 teaching staff.</li> <li>Provide in school professional learning opportunities to support SLSOs in implementing specific literacy intervention programs K-6.</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of explicit teaching of grammar and punctuation in teaching programs K-2.</li> <li>Increased level of personal growth in standardised spelling assessments.</li> <li>Students' knowledge and understanding of grammar and punctuation reflected in student writing samples and plotted along the Literacy Continuum.</li> <li>S.L.S.Os display confidence implementing Multi-lit program, Discovery Reading Fluency program and the First Spelling Program for all students as per ILPs.</li> </ul> |           |      |      |                    |                                                                                             |
| 1.2    | <ul style="list-style-type: none"> <li>Implement the Best Start program and use of PLAN K-6.</li> <li>Develop comprehensive ILPs for all students in literacy.</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>All Kindergarten students assessed using Best Start and all students tracked on PLAN - updated regularly (5 week blocks).</li> <li>ILPs implemented into classroom teaching programs and practice.</li> </ul>                                                                                                                                                                                                                                                                                                |           |      | ✓    | Principal Teachers | <p>Best Start Casual Days x 1 day - \$400</p> <p>Casual Relief x 4 days - Global \$1600</p> |

| Number | Strategies                                                                                                                                                                                                                                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                    | Timeframe |      |      | Responsibility                           | 2014 Resource Allocation & Funding Source                                                                                                                                                                                      |
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|        |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                               | 2012      | 2013 | 2014 |                                          |                                                                                                                                                                                                                                |
| 1.3    | <ul style="list-style-type: none"> <li>Use funding to employ two part time SLSOs to support students in literacy groups.</li> <li>Learning &amp; Support Teacher to train SLSOs in guided reading strategies.</li> <li>Train SLSOs in the use and implementation of the Discovery Reading Fluency program.</li> </ul> | <ul style="list-style-type: none"> <li>SLSOs used to support literacy groups and work with individual students on ILPs.</li> <li>SLSOs to support the implementation of Multi-lit program, Discovery Reading Fluency program and First Spelling Program for all students as per ILPs.</li> <li>Personal growth in reading for all students on the Fluency Program.</li> </ul> |           |      | ✓    | Principal<br><br>Principal Teachers SLSO | 2 Part time SLSOs<br>4 hours per day x 5 days per week for 41 weeks<br><br>SLSO 1- \$31,357- Integration<br><br>SLSO 2 – 20 hours, 27 weeks \$18,714 - integration<br><br>20 hours, 14 weeks \$9,703 Socio-economic background |
| 1.4    | <ul style="list-style-type: none"> <li>Supplement staffing allocation to create a 1.0 teacher position to facilitate smaller cohesive groups in literacy sessions. This is to provide support and extension to students during literacy sessions.</li> <li>Promote teacher</li> </ul>                                 | <ul style="list-style-type: none"> <li>Teacher employed 5 days per week to team-teach during literacy and numeracy groups.</li> <li>Teachers develop joint programs to cater for individual needs.</li> <li>Students show personal growth in all areas of literacy in school-based assessments and along</li> </ul>                                                           |           |      | ✓    | Principal Teachers                       | 0.4 staffing allocation<br><br>0.4 integration \$31,357                                                                                                                                                                        |

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                  | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Timeframe |      |      | Responsibility            | 2014 Resource Allocation & Funding Source                                        |
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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2012      | 2013 | 2014 |                           |                                                                                  |
|        | consistency through the joint programming of literacy programs.                                                                                                                                                                                                                                                                                                                                                                             | the literacy continuum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |      |      |                           | 0.2<br>\$10,700<br>socio-economic background<br>\$4,971<br>Aboriginal background |
| 1.5    | <ul style="list-style-type: none"> <li>Effectively utilise the school developed assessment schedule to inform quality teaching and learning programs.</li> <li>Use the literacy continuum and PLAN to identify capability and track progress.</li> <li>Develop assessment tasks that allow placement of students on literacy continuum.</li> <li>Release a classroom teacher to analyse and record school based assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>Students with learning difficulties identified using literacy continuum and referred to the Learning and Support Team.</li> <li>All students show personal growth in all areas of literacy along the literacy continuum.</li> <li>Implementation of the K-6 assessment schedule.</li> <li>Assessment data effectively used to report personal growth of individuals to parents.</li> <li>Classroom programs reflect areas of individual student needs.</li> </ul> |           |      | ✓    | Principal Teachers<br>LST | LST staffing entitlement                                                         |

## School Identified Priority Area: Numeracy

### Intended Outcomes:

- Increase levels of numeracy achievement for students in K-6 in all key assessment data.
- Increase student performance in number through consistent teacher programming.
- Improve student outcomes in numeracy through the implementation and consistent updating of students on the numeracy continuum.

### Targets:

- All students in K-6 to achieve individual learning growth goals in all aspects of numeracy as identified in Individual Learning Plans.
- All students in Year 5 to achieve expected growth in NAPLAN numeracy.
- Close the gap in numeracy so that 60% of students are achieving at or above stage outcomes in number by end of 2014.

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                                                         | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                           | Timeframe |      |      | Responsibility                    | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2012      | 2013 | 2014 |                                   |                                           |
| 2.1    | <ul style="list-style-type: none"> <li>• Supplement staffing allocation to create a 1.0 teacher position to facilitate smaller cohesive groups in numeracy sessions to provide support and extension to students during literacy groups.</li> <li>• Promote teacher consistency through the joint programming of numeracy programs.</li> <li>• Develop comprehensive ILPs for all students in numeracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers work together to develop joint programs for number.</li> <li>• Implementation of the Maths Matters program.</li> <li>• CMIT and Counting On Program philosophy embedded in classroom teaching programs.</li> <li>• Embedded assessment evident in classroom programs.</li> <li>• Teachers participate in CTJ activities with other small schools in Learning Community.</li> </ul> |           |      | ✓    | Principal Teachers                | See 1.4                                   |
| 2.2    | <ul style="list-style-type: none"> <li>• Allocate set staff meetings for professional learning in Numeracy with a focus on preparation for the new National Mathematics curriculum.</li> <li>• Use Staff meetings and Staff Development Days for</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• National Mathematics Curriculum introduced to staff and partially implemented into classroom programs in 2014.</li> <li>• Principal to lead P &amp; C in creating, labelling and establishing a variety of number resources.</li> <li>• Set up a storage area for numeracy</li> </ul>                                                                                                       |           |      | ✓    | Principal Teachers<br>SLSO<br>P&C | Global Resources<br>\$500                 |



| Number | Strategies                                                                                                                                                                                                                                                                                                                        | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timeframe |      |      | Responsibility                                        | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2012      | 2013 | 2014 |                                                       |                                           |
|        | <p>Professional Learning for the CMIT, Counting On and Maths Matters programs.</p> <ul style="list-style-type: none"> <li>Principal to assist the P &amp; C in the creation of CMIT and Counting On numeracy resources.</li> <li>Use P &amp; C / parents to assist in numeracy groups.</li> </ul>                                 | <p>resources.</p> <ul style="list-style-type: none"> <li>Provide opportunities for P &amp; C to be involved in numeracy groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |           |      | ✓    |                                                       |                                           |
| 2.3    | <ul style="list-style-type: none"> <li>All teaching staff trained in the Maths Matters program.</li> <li>Curriculum leader to train parents in the Maths Matters philosophy.</li> <li>Principal to provide Professional Learning for staff on the Numeracy continuum and PLAN used to track individual student growth.</li> </ul> | <ul style="list-style-type: none"> <li>Staff to analyse NAPLAN SMART data, PLAN data and school based data to identify areas of need in mathematics from K-6.</li> <li>Curriculum leader to implement action plan for the Maths Matters program.</li> <li>Increased level of personal growth in numeracy for all students along the numeracy continuum and in NAPLAN.</li> <li>Programs show consistent teacher programming, evidence of embedded assessment, working mathematically tasks and interactive technology.</li> </ul> |           |      | ✓    | <p>Maths curriculum leader<br/>Classroom teachers</p> | <p>Global Funds<br/>\$500</p>             |

## School Identified Priority Area: Student Engagement and Community Partnerships

### Intended Outcomes:

- To increase student engagement through effective welfare and curriculum initiatives.
- Strengthen community partnerships and increase parent and community involvement in school activities.
- Promote a positive image of the school to the local and wider community.

### Targets:

- Increase average student attendance to 93% by December 2014.
- Increase the number of parents and community members actively involved in school activities.
- Provide educational and cultural opportunities for students to increase vocabulary, improve general knowledge and make connections with their learning.

| Number | Strategies                                                                                                                                                                                                                                                                                                                                              | Indicators                                                                                                                                                                                                                                                                                                                                                                         | Timeframe |      |      | Responsibility                                       | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                    | 2012      | 2013 | 2014 |                                                      |                                           |
| 3.1    | <ul style="list-style-type: none"> <li>• Use parent and community volunteers in classroom activities and school improvement projects.</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Parent and community volunteers involved in the improvement and maintenance of school vegetable garden and chicken coop.</li> <li>• P &amp; C to work collaboratively to construct numeracy resources.</li> <li>• Parents involved in literacy and numeracy groups.</li> </ul>                                                            |           |      | ✓    | Principal<br>Class teacher/s<br>Parents<br>Community | Global Funds<br>\$500                     |
| 3.2    | <ul style="list-style-type: none"> <li>• Teachers released from class to meet with parents and students to develop detailed Personalised Learning Plans for all Aboriginal students in K-6.</li> <li>• Teachers released from class to meet with parents and students to develop detailed Individual Learning Plans for all students in K-6.</li> </ul> | <ul style="list-style-type: none"> <li>• PLPs developed in collaboration with teachers, parents and students in term 1.</li> <li>• PLPs reviewed in term 3.</li> <li>• Classroom teachers to show links from PLPs to classroom teaching program.</li> <li>• ILPs developed in consultation with students, staff and parents.</li> <li>• ILPs reviewed in Terms 2 and 4.</li> </ul> |           |      | ✓    | Principal<br>Class teacher/s                         | See 1.2                                   |

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timeframe |      |      | Responsibility                                                                                                                    | 2014 Resource Allocation & Funding Source                     |
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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2012      | 2013 | 2014 |                                                                                                                                   |                                                               |
| 3.3    | <ul style="list-style-type: none"> <li>● Implement a range of innovative and engaging learning activities for all students such as:               <ul style="list-style-type: none"> <li>○ Kitchen-garden program</li> <li>○ Building of a chicken coop</li> <li>○ Caring for chickens</li> <li>○ Maintaining the vegetable patch</li> <li>○ Virtual excursions and interactive lessons via VC</li> <li>○ Connected classroom activities</li> <li>○ Excursions and joint learning opportunities with other schools in the local area</li> </ul> </li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>● Parents and community members are involved in student engagement programs.</li> <li>● All K-6 students involved in student engagement programs.</li> <li>● Maintain a chicken coop and care and rare of chickens.</li> <li>● Students to participate in the Kitchen-Garden student engagement program.</li> <li>● Parents actively involved in kitchen-garden program.</li> <li>● Topic vocabulary discussed and evident in classroom programs and settings.</li> <li>● Student vocabulary and general knowledge evident in pieces of sample writing and in talking and listening activities.</li> </ul> |           |      | ✓    | <p>Principal<br/>Class teacher/s<br/>Parents</p> <p>Classroom<br/>teachers</p>                                                    | See 3.1                                                       |
| 3.4    | <ul style="list-style-type: none"> <li>● Provide professional learning and leadership opportunities for teaching staff for using IWB, video conferencing and Bridgit technology.</li> <li>● Enhance teaching and learning experiences for all students through the use of interactive and innovative technology.</li> <li>● Strengthen Western Gateway Education Community Small Schools network through:               <ul style="list-style-type: none"> <li>○ All Small Schools Principals and staff taking on designated roles and responsibilities.</li> <li>○ Joint PARS and staff meetings.</li> <li>○ Sharing of expertise amongst</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Evidence of innovative technology based lessons embedded in classroom teaching programs.</li> <li>● Professional learning diaries indicate regular meetings and opportunities for professional learning.</li> <li>● All staff participate in joint PL and networking/discussion opportunities.</li> <li>● All students in K-6 participate in School Swimming Scheme.</li> <li>● Students participate in Lithgow Small Schools PSSA competition, athletics carnivals, swimming carnivals and other sporting competitions.</li> </ul>                                                                      |           |      | ✓    | <p>Principal<br/>Class Teachers</p> <p>Principal<br/>Classroom<br/>Teachers<br/>SLSO<br/>WGEC Small<br/>School<br/>Principals</p> | <p>Professional Learning –<br/>x 2 days<br/>\$800<br/>TPL</p> |

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                                | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Timeframe |      |      | Responsibility               | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2012      | 2013 | 2014 |                              |                                           |
|        | <ul style="list-style-type: none"> <li>Principals and staff.</li> <li>○ Combined Professional Learning.</li> <li>○ Combined student learning experiences</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Students participate in joint activities such as:               <ul style="list-style-type: none"> <li>○ KLA fun days</li> <li>○ public speaking</li> <li>○ video conferences</li> <li>○ excursions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                  |           |      |      |                              |                                           |
| 3.5    | <ul style="list-style-type: none"> <li>● All staff implementing the Attendance Action Plan.</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● Improved attendance rates for all students.</li> <li>● Decreased number of unexplained absences.</li> <li>● Procedures implemented consistently across the school.</li> </ul>                                                                                                                                                                                                                                                                                                               |           |      | ✓    | Principal<br>Class teacher/s | Nil                                       |
| 3.6    | <ul style="list-style-type: none"> <li>● Increase opportunities for students to be involved in quality cultural experiences.</li> <li>● Subsidise bus travel to allow greater opportunities to participate in extra-curricular activities.</li> <li>● Work collaboratively with local AECG to develop and implement authentic Aboriginal Education Programs within the school.</li> </ul> | <ul style="list-style-type: none"> <li>● Join with other local schools for educational and cultural events such as plays and performances.</li> <li>● Use the ACLO to develop greater connections with the local Aboriginal community and culture.</li> <li>● Aboriginal pedagogies embedded in classroom teaching programs and Aboriginal education programs.</li> <li>● All students to attend local visiting performances.</li> <li>● Samples of student's writing reflect increased vocabulary and general knowledge.</li> </ul> |           |      | ✓    | Teachers<br>Principal        | Global as required                        |
| 3.7    | <ul style="list-style-type: none"> <li>● Principal to meet termly with other WGECC and WGECCSS Principals to develop professional learning opportunities in determined areas of need including data analysis.</li> <li>● Principal to formally meet with all staff in Term 1 to develop a</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>● Evidence in class programs that planning has been informed by student performance data.</li> <li>● Staff utilise networks beyond their own learning community to support teacher professional learning.</li> <li>● All staff to develop a professional learning plan aligned to the professional standards for teachers.</li> </ul>                                                                                                                                                         |           |      | ✓    | Principal<br>All Staff       | Professional Learning – x 2 days \$800    |

| Number | Strategies                                                                                                                                                                                                                                                                                                                                                                     | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Timeframe |      |      | Responsibility               | 2014 Resource Allocation & Funding Source |
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|        |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2012      | 2013 | 2014 |                              |                                           |
|        | professional a learning plan aligned to the professional standards for teachers.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |      |      |                              |                                           |
| 3.8    | <ul style="list-style-type: none"> <li>Principal to meet termly with other WGECC and WGECCSS principals to develop professional learning opportunities in determined areas of need including interactive technology learning and Connected Classroom technology.</li> <li>Develop collaborations with other small schools utilising Connected Classroom technology.</li> </ul> | <ul style="list-style-type: none"> <li>Class programs indicate teaching strategies that make appropriate and innovative use of technology.</li> <li>Observation of classroom practice indicates effective use of interactive technology in teaching and learning.</li> <li>Evidence of effective joint programming with other local small schools using Connected Classroom technology.</li> <li>Teaching staff provided with ongoing professional learning and support to develop engaging interactive lessons.</li> </ul> |           |      | ✓    | Principal Classroom Teachers | Global - x 2 days \$800                   |
| 3.9    | <ul style="list-style-type: none"> <li>Form a school improvement team including parent and community representatives to evaluate the School Management Plan, including targets, intended outcomes, indicators and strategies.</li> <li>School Improvement Team to refine SMP annually.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Parents and community have authentic involvement in the evaluation and planning of the SMP.</li> <li>School Improvement Team meets termly to determine progress towards targets in SMP.</li> </ul>                                                                                                                                                                                                                                                                                   |           |      | ✓    | Principal All Staff P&C      | Nil                                       |

## School Identified Priority Area: Leadership & Management

### Intended Outcomes:

- Allow for smooth transition to the Learning Management Business Reform.
- Increase available administration time to allow principal and teaching staff to focus on teaching and student welfare.
- To increase leadership capacity within the WGEC.

### Targets:

- Implement the Learning Management Business Reform by the end of 2014.
- Establishment of WGEC Leaders Leading Learning Network to build capacity of staff in all aspects of school leadership and management.

| Number | Strategies                                                                                                                                                                                                                        | Indicators                                                                                                                                                                                                                                                                                                                           | Timeframe |      |      | Responsibility  | 2014 Resource Allocation & Funding Source                |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|-----------------|----------------------------------------------------------|
|        |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                      | 2012      | 2013 | 2014 |                 |                                                          |
| 4.1    | <ul style="list-style-type: none"> <li>• Employment of SAM 1 day per week above staffing entitlement to prepare for LMBR implementation and to assist principal with data and other administrative and finance duties.</li> </ul> | <ul style="list-style-type: none"> <li>• School successfully transitions from existing finance and administration systems to LMBR. This will include all associated professional learning.</li> <li>• SAM provides greater administrative support to all teaching staff in data input and classroom resource development.</li> </ul> |           |      | ✓    | Principal & SAM | 2013 NP<br>\$6669<br>socio-economic background<br>\$4465 |
| 4.2    | <ul style="list-style-type: none"> <li>• Allocate 2 casual days for staff replacement to allow staff to attend Leaders Leading Learning network meetings.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• WGEC Leaders Leading Learning Network providing targeted professional learning to aspiring Leaders within the WGEC.</li> </ul>                                                                                                                                                              |           |      | ✓    |                 | Global<br>\$800                                          |