



Education &  
Communities

# School Management Plan



## Cullen Bullen Public School

**2012 – 2014**

Revised 2013

**WESTERN NSW REGION SCHOOLS**

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





# Cullen Bullen Public School

## School Management Plan

2012 to 2014

### School Priority Areas 2012 – 2014 - 3 Year Horizon

Literacy  
Numeracy  
Student Engagement and Community Partnerships

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

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 extend services.

### 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 and innovative and engaging teaching and learning programs.

Cullen Bullen School has a PP6 classification and receives equity funding through Transitional Equity Funds. The school population generally fluctuates between approx. 18 and 30 students and is currently at 19, 3 of whom are of Indigenous heritage.

A small but committed P & C Association operates, with a range of traditional activities conducted over the year along with participation in supporting students and staff in reactionary and newly determined focus areas. 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.
- 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 data using the numeracy tracking system.
- 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.

Principal: Mr Mark Davies

Endorsed by School Education Director: Mr Peter Harvey

Date: 5<sup>th</sup> February 2013

School Identified Priority Area/s	Summary of Targets
Literacy	<ul style="list-style-type: none"> <li>• All students in K-6 to achieve individual learning growth in all aspects of literacy as identified in Individual Learning Plans.</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>
Numeracy	<ul style="list-style-type: none"> <li>• All students in K-6 to achieve individual learning growth in all aspects numeracy as identified 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>
Student Engagement and Community Partnerships	<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>

## School Identified Priority Area: Literacy

### Intended Outcomes:

- 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.

### Targets:

- All students in K-6 to achieve individual learning growth in all aspects of literacy as identified in Individual Learning Plans.
- 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 and grammar and punctuation.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	<ul style="list-style-type: none"> <li>• Implement the Jolly Phonics and Jolly Grammar program in classroom programs and practice for all students K-6.</li> <li>• Provide ongoing professional learning in Jolly Phonics and Jolly Grammar for all teaching staff in regularly scheduled professional learning meetings.</li> <li>• Provide in school professional learning opportunities to support classroom teachers and SLSOs.</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff trained in the Jolly Phonics and Jolly Grammar Program in 2012.</li> <li>• Jolly Phonics and Jolly Grammar implemented in class programs from K-6.</li> <li>• All SLSOs provided with Professional Learning in guided reading strategies.</li> <li>• Evidence of explicit teaching of grammar and punctuation in teacher programs.</li> <li>• Increased level of personal growth in standardised spelling assessments.</li> <li>• Student's knowledge and understanding of grammar and punctuation reflected in student writing samples and plotted along the continuum.</li> </ul>	2,4	✓	✓	✓	Principal Teachers  Regional R2L Consultant Principal Teachers SLSO's	
1.2	<ul style="list-style-type: none"> <li>• Implement the Best Start program.</li> <li>• Develop comprehensive ILPs for all students in literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• All Kindergarten students assessed and tracked along the Best Start continuum.</li> <li>• ILPs implemented into classroom teaching programs</li> </ul>	4, 5	✓	✓	✓	Principal Teachers	Best Start Casual Days 1 day - \$250  ILP planning

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
		and practice.						Global - \$1000
1.3	<ul style="list-style-type: none"> <li>Use funding to employ one full time and two part time SLSOs to support students in literacy groups.</li> <li>Learning 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 used to support the implementation of the daily reading fluency program.</li> <li>Personal growth in reading for all students on the Fluency Programs.</li> </ul>	3,4,5	✓	✓	✓	Principal  Principal Teachers SLSO	1.0 Fulltime SLSO Integration funding \$35,625 Part time SLSO 4 hours per day x 3 days per week Semester 1 - .32 \$7579 NP 2 hours per week- N.P. 2012 funds \$1200 Semester 2 - TEF 4 hours per day x 3 days per week \$7200 Part time SLSO 34 weeks – integration \$19783 6 weeks – TEF \$3600

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
1.4	<ul style="list-style-type: none"> <li>Create a 0.8 teacher position to team teach and provide support and extension to students during literacy groups.</li> <li>Promote teacher consistency through the joint programming of literacy programs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher employed 4 days per week to team teach during literacy and numeracy groups.</li> <li>Teachers develop joint programs to cater to individual needs.</li> <li>Students show personal growth in all areas of literacy in school based assessments and along the literacy continuum.</li> </ul>	2,3,4,5	✓	✓		Principal Teachers	Semester 1 - NP 0.2 \$6999 0.6 RFF, Library & PSP, Principal's release (staff allocation)
1.5	<ul style="list-style-type: none"> <li>Implement and effectively utilise the school developed assessment schedule to inform quality teaching and learning programs.</li> <li>Use the literacy continuum to identify students with learning difficulties.</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 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>	4,5	✓	✓	✓	Principal Teachers LST	LST staffing entitlement
1.6	<ul style="list-style-type: none"> <li>Utilise the expertise of the district literacy consultant to develop a scope and sequence for K-6 literacy to promote teacher consistency from K-6.</li> <li>Utilise the district literacy consultant to provide staff with professional learning in preparation for the new</li> </ul>	<ul style="list-style-type: none"> <li>Development and implementation of a K-6 literacy scope and sequence.</li> <li>Introduction, Professional Learning and implementation of National Literacy Curriculum with the support of literacy consultants.</li> <li>Teaching staff trained in 'Making connections – linking the</li> </ul>	5,6		✓	✓	Principal Teachers District Literacy Consultant	PL \$77 2 x casual days \$500

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2013 Resource Allocation & Funding Source
				2012	2013	2014		
	National Literacy Curriculum.	<p>learning continuums to the Australian curriculum’.</p> <ul style="list-style-type: none"> <li>Utilise the PSP consultant to facilitate home reading skills for parents and carers.</li> </ul>					Principal Equity Consultant	

## 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 the numeracy continuum.

### Targets:

- All students in K-6 to achieve individual learning growth in all aspects 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	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1	<ul style="list-style-type: none"> <li>• Create a 0.8 part-time teacher position to provide support and extension to students during numeracy 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> </ul>	3,4,5	✓	✓	✓	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 Professional Learning for the CMIT, Counting On and Maths Matters programs.</li> <li>• Use PSP consultant to assist</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>• Use PSP consultant to lead the P &amp; C in creating, labelling and establishing a variety of number resources.</li> <li>• Set up a storage area for numeracy resources.</li> <li>• Provide opportunities for P &amp; C to be involved in numeracy groups.</li> </ul>	3,4,5,6	✓	✓	✓	Principal Teachers SLSO P&C PSP Consultant	Global Resources \$500



Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<p>the P &amp; C in the creation of CMIT and Counting On numeracy resources.</p> <ul style="list-style-type: none"> <li>Use P &amp; C / parents to assist 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 and PSP consultant to train parents in the Maths Matters philosophy.</li> <li>Provide Professional Learning for staff on the Numeracy continuum used to track individual student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to analyse NAPLAN SMART data and school based data to identify areas of need in mathematics from K-6.</li> <li>Curriculum leaders to develop and implement an action plan for the Maths Matters program.</li> <li>All teaching staff trained in the Maths Matters Program are supported by regional maths consultants.</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>	3,4,5,6		✓	✓	Maths curriculum leader Classroom teachers	PL 2 x \$110 Casual relief \$1250

## 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	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				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>	3,4,6	✓	✓	✓	Principal Class teacher/s Parents Community	Global Resources & materials \$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 each term.</li> </ul>	3,4,6	✓	✓	✓	Principal Class teacher/s	Casual Relief N.P. \$500 (2012 Funding)

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				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> </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>● Construction of a chicken coop and caring and raring 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>	1,3,4,6	✓	✓	✓	Principal Class teacher/s Regional GATS Co-ordinator Parents  Classroom teachers	Global Student Engagement Resources \$500
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 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> <li>● Students participate in joint activities such as:</li> </ul>	3,4,5,6	✓	✓	✓	Connected Classroom Consultant Principal Class Teachers  Principal Classroom Teachers SLSO WGEC Small School Principals	Professional Learning IWB training \$110

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<ul style="list-style-type: none"> <li>Principals and staff.</li> <li>○ Combined Professional Learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ KLA fun days</li> <li>○ public speaking</li> <li>○ Video conferences</li> <li>○ excursions</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 from K-6.</li> </ul>	4,5	✓	✓	✓	Principal Class teacher/s	-
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 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. 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>	4,6	✓	✓	✓	Teachers Principal	Global Subsidised bus travel \$500
3.7	<ul style="list-style-type: none"> <li>Join with other school to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in class programs that planning has been informed by student learning 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.</li> </ul>	1,2,3,5	✓	✓		Principal All Staff	NP \$1090
3.8	<ul style="list-style-type: none"> <li>Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the</li> </ul>	<ul style="list-style-type: none"> <li>Class programs indicate teaching strategies that make appropriate and innovative use of technology.</li> </ul>	1,6	✓	✓		Principal Classroom Teachers	NP \$892

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	effective integration of interactive technology into classroom practise.	<ul style="list-style-type: none"> <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 receive ongoing professional learning and support to develop engaging interactive lessons.</li> </ul>						
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> <li>• School Improvement Team to complete Low SES National Partnership Evaluation.</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>• Low SES national Partnership Evaluation completed.</li> </ul>	2,5,6	✓	✓	✓	Principal All Staff P&C	N.P. \$2933 Casual Days