

MANILLA CENTRAL SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Manilla Central School is located 45 kilometres from the major regional centre of Tamworth in the New England Region. The town of Manilla is located in a rural mixed farming area. Proximity to Tamworth continues to have a significant impact on the community and the school. The school caters for students from K-12 on two sites and has a current enrolment of 376 students. There are 97 Aboriginal students and no NESB enrolments. It is staffed by 30 teachers and 8 administrative and support personnel. There are additional tutors and teachers' aides employed each year through various support programs. The school has a strong focus on quality teaching and learning in a safe and friendly environment that promotes respect, tolerance and cooperation. Student performance in state assessment programs is regularly consistent with, or approaching, the state averages, however the small cohorts make the use of averages problematic. Therefore, on an annual basis results can vary significantly. Our Aboriginal students continue to perform well above state averages for their cohort and individual students perform well above all student state averages.

The school relies on the strong participation of parent organisations and the community to support the implementation of quality teaching programs. Manilla Central school is additionally supported by resources from the Priority Schools Program.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<ul style="list-style-type: none"> LITERACY NUMERACY ABORIGINAL EDUCATION ENGAGEMENT AND ATTAINMENT CURRICULUM AND ASSESSMENT ORGANISATIONAL EFFECTIVENESS LEADERSHIP AND MANAGEMENT 	<ul style="list-style-type: none"> Student achievement in external tests. To increase student engagement through planning and implementing quality teaching programs. To improve student attendance To improve delivery of curriculum and assessment practices The building of sustainable capacity leadership and management practices across the school.
TARGET/S <ul style="list-style-type: none"> Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading. Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading. Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing. Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing. Increase the number of students in years 3, 5, 7 and 9 achieving in the top two bands by 5% from 2011 to 2012 in numeracy. To reduce by 10% the number of behaviour referrals for male students from 2011 statistics. To increase the % of students with PLPs from 20% to 80% by December 2012 	

PRINCIPAL'S SIGNATURE:

SED ENDORSEMENT:

DATE: 1st November 2011

SCHOOL IDENTIFIED PRIORITY : *LITERACY*

OUTCOME/S	<ul style="list-style-type: none"> Increased levels of literacy achievement for every student in line with State Plan targets. Improved delivery of quality programs to students through staff involvement in professional learning and increased in-class support. 	TARGET/S	<ul style="list-style-type: none"> Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading. Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading. Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing. Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.
		INDICATORS	
STRATEGIES	INDICATORS	TIMEFRAME 2012 2013 2014	RESPONSIBILITY Reform FUNDING SOURCE/BUDGET
Incorporate quality teaching strategies from SMART data to improve outcomes in Reading. K to 6 staff completing training in 'Focus on Reading'.	Increased number of students at or above NMS, in Yr 3 Reading, by 5%, Yr 5 Reading, 7%. Staff incorporating 'Focus on Reading' strategies in classroom programs.	✓	K-6 teachers STLA 4, NP - \$2000 (professional learning) PSP - \$1500
Develop quality teaching programs to improve outcomes for underachieving students in writing.	Increased number of Years 7 and 9 students at or above NMS in Writing by 6%. Staff participating in professional learning.	✓	7-12 teachers STLA 4 NP - \$2000 (professional learning) PSP - \$1500 TPL - \$1000 Global – if required
Employment of Classroom Teachers to provide release for APs APs to provide support for classroom teachers and students. APs to assist staff to embed Accelerated Literacy and Focus on Reading	Increased amount of STLA and SLO time to Literacy. Increased exposure of students to writing, comprehension and public speaking across all stages.	✓	STLA K-12 teachers SLOs 1 NP - CRT \$39,829 (.5)
Implement L3 program into Early Stage 1.	Increased literacy achievement in the early years. More children able to participate at age appropriate levels within classrooms.	✓	Kindergarten teachers, Stage 1 AP PSP - \$1000
More opportunities for less experienced teachers to access HSC marking.	Innovative development of teaching programs. Increased student achievement in the HSC.	✓	Executive 4 NP - \$2500 (professional learning) PSP - \$1500 TPL - \$1000 Global – if required

SCHOOL IDENTIFIED PRIORITY: *NUMERACY*

OUTCOME/S	<ul style="list-style-type: none">Increased levels of numeracy achievement for every student in line with State Plan targets.Improved delivery of quality programs to students through staff involvement in professional learning	TARGET/S	<ul style="list-style-type: none">To increase the number of students in years 3, 5, 7 and 9 achieving the top two bands in NAPLAN by 5% from 2011 to 2012 in numeracy.				
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Develop and implement programs using SMART data to target identified areas of weakness and to improve outcomes of higher achieving students	SMART data analysed Programs developed and implemented incorporating teaching strategies from SMART data	✓	✓		Executive, K-6 & 7-12 maths teachers, STLA	, 4	PSP - \$1000 TPL - \$1000
Develop and implement programs which include strategies to improve outcomes for boys	Continued professional learning for teachers and support staff Teachers identify and use strategies to engage boys Decrease in number of referrals for boys behaviour.	✓	✓		Executive, K-6 & 7-12 maths teachers, STLA	2, 3, 4, 5	PSP - \$2000 TPL - \$1000
Increased professional learning for teachers and support staff	Number of staff participating in professional learning Implementation of programs as a result of TPL	✓			K-6 teachers, 7-12 maths t, teachers, STLA, SLOs	1, 2, 3, 4, 5, 6	TPL - \$1000 PSP - \$1000 Global - \$3000
Provide opportunities for secondary staff to participate in HSC marking	Increase in number of staff involved in HSC marking Improved student examination techniques	✓	✓		Head Teacher, 7-12 teachers	4	NP - \$2500 (professional learning) TPL - \$1500 PSP - \$1000
Increase the amount of STLA support in classes in Stages 2, 3, 4 and 5.	More time allocated.	✓	✓	✓	Executive STLA	3	NP – CRT \$54,493 (.6) NP – CRT \$43,084 (.4) PSP - \$3000
Employment of CRT to support students identified as at risk of not achieving NMS							

SCHOOL IDENTIFIED PRIORITY: *ABORIGINAL EDUCATION*

OUTCOME/S	<ul style="list-style-type: none">Improved student learning outcomes in all KLA's.Develop and implement inclusive teaching and learning programs.Improved partnership with the AECG and the local community.	TARGET/S	<ul style="list-style-type: none">To increase the % of students with PLPs from 20% to 80% by December 2012		
STRATEGIES	INDICATORS	TIMEFRAME 201220132014	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Developing and supporting professional learning programs to improve the cultural awareness and leadership and teaching effectiveness of our staff.	Aboriginal perspectives, teaching resources included in all curriculum areas.	✓ ✓ ✓	All Staff	1, 2, 3, 4, 5, 6	TPL - \$1000
Students identify learning goals to develop PLPs.	Current PLP.	✓ ✓ ✓	DP AEO Careers Advisor	4	PSP - \$1500
Develop an inclusive school environment that encourages and supports productive partnerships with the local Aboriginal community.	More parents at AECG Meetings. Increased numbers of parents/community members visiting the school.	✓ ✓ ✓	Principal DP/Aps AEO	6	No specific funding allocated
Use of NORTA NORTA Funding (Years 4, 6, 8 and 10) to support students who fall below National Benchmarks.	Improved results for these students in ensuing external testing.	✓ ✓ ✓	APs/HT All staff	4	NORTA NORTA Funding
Use of NORTA NORTA Individual Sponsorship Funding (Years 11 and 12) to support all Aboriginal students for three hours per week.	Students on track. Improved results for all students.	✓ ✓ ✓	Principal Careers Advisor	4	NORTA NORTA Funding
Target individual students with SLSO support when/where needed.	Improved results for these individual students.	✓ ✓ ✓	Aps/HT	4	NP - \$500 (Consumables) PSP - \$5000

SCHOOL IDENTIFIED PRIORITY: *ENGAGEMENT AND ATTAINMENT*

OUTCOME/S		TARGET/S					
<ul style="list-style-type: none">Increased numbers of students achieving the Higher School Certificate or gaining meaningful employment.Students involved in learning and achieving outcomes which reflect their ability.Teachers providing high quality learning opportunities to better engage students.	<ul style="list-style-type: none">Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading.Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading.Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in years 3, 5, 7 and 9 achieving in the top two bands by 5% from 2011 to 2012 in numeracy.To reduce by 10% the number of behaviour referrals for male students from 2011 statistics.						
STRATEGIES	INDICATORS	TIMEFRAME 201220132014	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET		
Develop policy/program for gifted and talented students.	Program to support gifted and talented students. Increased number of students achieving results in the two higher bands.	✓			All staff	3, 4	TPL - \$600
Increase the exposure of secondary students to Interactive Whiteboard Technology in classrooms	More secondary classrooms with interactive whiteboards.	✓	✓		Computer Coordinator, HTs, CRT	4	NP - \$25,000 PSP - \$2000
Implement effective strategies to improve student attendance rates.	Attendance rates for those students below 85% show improvement.	✓			Principal DP/APs AEO/SAS	4	NP - \$500 (Consumables)
Implement high quality transition programs to support students and their families throughout schooling.	Improved student retention and engagement throughout schooling.	✓	✓	✓	All staff	2, 3, 4, 5, 6	PSP - \$2500 Global - \$3000

build teacher capacity to provide high quality learning opportunities for all students K-12 across all curriculum areas with a particular focus on current and emerging digital technologies.	Increased access or teachers to professional learning that focuses on delivering a rigorous curriculum for every student. Incorporate specific strategies to enhance learning opportunities through IWBs, connected classrooms and communities of schools.	✓	✓	✓	All staff	2, 3, 4, 5	1 PL - \$3000 PSP - \$1000 DER - \$1000
Enhanced collaboration of parents, classroom teachers and Learning Support Team to develop appropriate Individual Learning Programs.	Assessed outcomes show improved student competencies. Plan it Youth Mentoring for Year 10	✓	✓	✓	LST, Teaching Staff Careers Advisor	2, 3, 4, 5, 6	PSP - \$6000 Global - \$1000
Teachers set, mark and provide timely feedback on homework/assessment tasks.	Improved completion of homework and assessment tasks. Increased parents' awareness of homework policy and procedures and encourage student to develop sound study techniques.	✓	✓	✓	7-12 teachers Head teachers	2, 3, 4, 5, 6	No specific funding allocated
Extension opportunities and increased support for stages 5 and 6 study programs.	Improved results. Improved motivation and enthusiasm for learning. Improved attendance at junior and senior study nights.	✓	✓	✓	Year Advisors, Head Teachers	2, 3, 4, 5	PSP - \$1500

SCHOOL IDENTIFIED PRIORITY: CURRICULUM AND ASSESSMENT

OUTCOME/S		TARGET/S					
<ul style="list-style-type: none">Improved results in reading and writing assessments through the delivery of more explicit teaching.Improved reporting procedures K to 6.Improved outcomes in Talking and Listening.		<ul style="list-style-type: none">Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading.Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading.Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in years 3, 5, 7 and 9 achieving in the top two bands by 5% from 2011 to 2012 in numeracy.To increase the % of students with PLPs from 20% to 80% by December 2012					
STRATEGIES	INDICATORS	TIMEFRAME 2012 2013 2014			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
K to 6 involved in 'Focus on Reading' training and strategies incorporated into teaching and learning programs. Introduce National Geographic magazines Years 2 to 6.	Improved results in NAPLAN. Students more engaged in reading to learn.	✓	✓	✓	K–6 teachers	4	NP - \$2000 (professional learning) TPL - \$1500 PSP - \$1300
Develop writing programs using NAPLAN teaching strategies to enhance student learning outcomes.	Staff trained in using strategies Improve results in writing.	✓	✓	✓	All teachers	4	NP - \$1000 (professional learning) TPL - \$1000 PSP - \$1500
Introduction of PAS in Year 9 and 10.	Number of students choosing PAS	✓	✓		Timetablers PAS teacher	2, 3, 4	Global - \$500
Develop Talking and Listening programs K – 6. To engage more students in Public Speaking activities.	Improved confidence of students. Higher rates of participation.	✓	✓	✓	All staff	2, 4	Global - \$1000
Review Marking Scales for Preliminary and HSC Subjects in subjects where final task is heavily weighted.	Improvement in the range of marks given for individual tasks.	✓			Secondary Executive Year 11/12 teachers	2, 3, 4, 5	No specific funding allocated

SBSR Reporting in K to 6	Feedback from staff and parents.	✓			Primary staff	2, 3, 4, 5, 6	No specific funding allocated

SCHOOL IDENTIFIED PRIORITY: ORGANISATIONAL EFFECTIVENESS

<p>OUTCOME/S</p> <ul style="list-style-type: none"> • Improved organisational efficiency. • Improved communication: <ul style="list-style-type: none"> - Across sites - To parents/carers - Between faculties/Stages 	<p>TARGET/S</p> <ul style="list-style-type: none"> • Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading. • Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading. • Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing. • Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing. • Increase the number of students in years 3, 5, 7 and 9 achieving in the top two bands by 5% from 2011 to 2012 in numeracy. • To reduce by 10% the number of behaviour referrals for male students from 2011 statistics. 				
<p>STRATEGIES</p> <p>Establish effective partnerships with families and the wider community to support the learning of each child.</p> <p>Leading technology infrastructure planning to support innovation in the use of technologies.</p> <p>Staff Meetings/Communication Meetings develop a staff newsletter, meeting proforma/agenda.</p> <p>Survey parents on important issues.</p>	<p>INDICATORS</p> <p>Parent/carer report effective relationships with the school. An increased use of the school's digital technologies to communicate with home and community.</p> <p>More staff using a greater range of technology to support teaching and learning.</p> <p>More efficient transfer of information. More efficient staff meetings. More opportunities for TPL report back.</p> <p>Increased parent participation in school governance.</p>	<p>TIMEFRAME</p> <p>2012 2013 2014</p>	<p>RESPONSIBILITY</p> <p>All staff</p>	<p>Reform</p> <p>6</p>	<p>FUNDING SOURCE/BUDGET</p> <p>NP - \$500 (Consumables) PSP - \$1500 DER - \$1000</p> <p>DER - \$4000</p> <p>No specific funding allocated</p> <p>PSP - \$1000</p>

investigate the possibility of having a school review in one or more identified areas.	school community deciding to support a review. Review occurring.	✓				Whole School Community SED, SEO	5	NP - \$500 (Consumables)
Review process to complete key evaluations for Annual School Report.	Key quality evaluations completed by the end of Term 3.	✓				Executive	2, 3, 5	No specific funding allocated
Employment of SLSO to assist staff with implementation of student programs		✓				Principal	3	NP- SLSO \$24690 (.5)
Employment of SAO to assist staff with implementation of NP programs and strategies		✓				Principal	5	NP- SAO \$25267 (.5)

SCHOOL IDENTIFIED PRIORITY: LEADERSHIP AND MANAGEMENT

OUTCOME/S		TARGET/S					
<ul style="list-style-type: none">School Leaders and Management Processes more transparent	<ul style="list-style-type: none">Increase the number of students in year 3 achieving at or above National Minimum Standard from 85% in 2011 to 90% in 2012 in NAPLAN Reading.Increase the number of students in year 5 achieving at or above National Minimum Standard from 68% in 2011 to 75% in 2012 in NAPLAN Reading.Increase the number of students in year 7 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in year 9 achieving at or above National Minimum Standard from 74% in 2011 to 80% in 2012 in NAPLAN Writing.Increase the number of students in years 3, 5, 7 and 9 achieving in the top two bands by 5% from 2011 to 2012 in numeracy.To reduce by 10% the number of behaviour referrals for male students from 2011 statistics.						
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Review role statements of all executive teachers, (Deputy Principal, Assistant Principals, Head Teachers). Appointment of non-teaching Assistant Principal/s at Primary	New role statements developed.	✓			Executive	1	NP – CRT \$75,932 (1.0)
Succession Planning executive positions approaching retirement.	Staff up skilled to take on relieving positions when required. Staff successfully achieving merit selection to fill vacant executive positions.	✓	✓	✓	Executive	1, 2, 3, 4, 5,	TPL - \$1000
Appoint CRT teacher (3 days per week) to work across both sites supporting student engagement	Appointment of student engagement/welfare/support teacher. Reduction in behaviour referrals.	✓	✓	✓	Executive	3	NP – CRT \$45586 (.6)
Supporting staff who take on relieving positions	Staff ready and willing to take on relieving positions when required.	✓	✓	✓	All staff	1, 2, 3, 4, 5	TPL - \$1000

Local Schools, Local Decisions		School Community Involved in decision making processes.		✓				School Community	1, 4, 3, 4, 5, 6	No specific funding allocated
Contribution to Regional positions								Principal	2	NP- Contribution \$39215