School Management Plan

Bowen Public School

2011 - 2012
Bowen Public School
School Management Plan – 2011 to 2012

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Literacy</td>
<td><strong>Priority for Reform 1:</strong> Effective and evidence based teaching of literacy and numeracy.</td>
<td><strong>Reform 1:</strong> Incentives to attract high performing principals and teachers.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Numeracy</td>
<td><strong>Priority for Reform 2:</strong> Strong school leadership and whole school engagement with literacy and numeracy.</td>
<td><strong>Reform 2:</strong> Adoption of best-practice performance measurement and staffing arrangements that articulates a clear role for principals.</td>
</tr>
<tr>
<td>Student Engagement and Retention</td>
<td>Student Engagement</td>
<td><strong>Priority for Reform 3:</strong> Monitoring student and school literacy and numeracy performance to identify where support is needed.</td>
<td><strong>Reform 3:</strong> School operational arrangements that encourage innovation and flexibility.</td>
</tr>
<tr>
<td>Aboriginal Education and Training</td>
<td>Aboriginal Education</td>
<td></td>
<td><strong>Reform 4:</strong> Provision of innovative and tailored learning opportunities.</td>
</tr>
<tr>
<td>Teacher Quality</td>
<td>Connected Learning</td>
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<td><strong>Reform 5:</strong> Strengthen school accountability.</td>
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</table>

School Context
Bowen Public School is a small P4 school located in a residential area in East Orange. The school is modern and well resourced and receives additional support funding through Priority Schools (PSP and PAS) and National Partnerships (Low SES and Literacy) programs. Bowen PS’s priority areas are Literacy, Numeracy and Student Engagement.

The school implements a range of strong academic programs to achieve increased student learning outcomes. The core values of the school are emphasised through the ‘Positive Behaviour for Learning’ program, which focuses on the school expectations: We Are Learners, We Are Respectful and We Are Safe. Student Welfare practices are varied, promote a happy and safe learning environment and aid in the development of citizens who are responsible and tolerant of others. In 2010 the school further developed the Student Welfare Policy and introduced processes to support student’s positive behaviour linking the current PBL and reward systems.

Thirty percent of the school population identify as Aboriginal or Torres Strait Islander and there are a small percentage of multicultural students. The school caters for a range of students with special learning needs, through special education classes, the successful integration of students with disabilities and the implementation of strong special education programs.

The application of National Partnership funds and Priority School Funds enable a fundamental change in nature of staffing for the Bowen Public School. Throughout 2010 on a team teaching model has been implemented from Stage 1 to Stage 3. This has allowed for an emphasis to be placed on Professional Learning for teachers in the form of modelling best practise and modelling teaching and learning strategies.

Targets
**Literacy**
- Decrease the percentage of mainstream students in the bottom two bands for reading to regional levels or lower than the school average for the past three years.
- Decrease the percentage of mainstream students in the bottom two bands for writing to regional levels or lower than the school average for the past three years.

**Numeracy**
- Increase the percentage of mainstream students achieving greater than or equal to expected growth by 10%
- Decrease the percentage of mainstream students in the bottom to bands of numeracy to regional levels or better than the school average of the past three years.

**Engagement**
- Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- Decrease the number of unjustified whole day absences by 10%.

**Aboriginal Education**
- Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of overall literacy to regional levels or better than school records for the past two years
- Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years

This plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
<th>Date:</th>
</tr>
</thead>
</table>

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File Location:

Publish Date: 22/11/2010
Priority Area 1:  Literacy

Targets:
1. Decrease the percentage of mainstream Year 5 students in the bottom two bands for reading to 30% or regional levels.
2. Decrease the percentage of mainstream Year 5 students in the bottom two bands for writing to 40% or regional levels.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Time Frame</th>
<th>Responsibility</th>
<th>Resource Allocation and Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Revise the Literacy Classroom Leader role to meet the current needs of staff, as determined through TARS - Professional Learning data.</td>
<td>- Maintain Learning Classroom Leader (LCL) position to assist and support teachers to introduce, support and/or implement Reading to Learn (R2L) strategies into their classrooms</td>
<td>LSES 2.4 NPL 1.2,3</td>
<td>✓</td>
<td>Principal AP</td>
<td>$16400 (40 days )</td>
</tr>
<tr>
<td>- Incorporate Quality Teaching Professional Learning within this role.</td>
<td>- Employ teacher (40 days 2011) for PL</td>
<td></td>
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<td>National Partnerships Literacy - NPL</td>
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<td></td>
<td>- Professional learning includes quality teaching, literacy strategies</td>
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<td></td>
<td>- Improved student reading outcomes</td>
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<tr>
<td>- Provide R2L training for untrained teachers.</td>
<td>- Increased number (2) of staff trained in R2L</td>
<td>LSES 2.4 NPL 1.2,3</td>
<td>✓ ✓</td>
<td>Learning Classroom Leader (LCL)</td>
<td>Untrained $2000</td>
</tr>
<tr>
<td>- Provide updated training and support in R2L for continuing teachers</td>
<td>- R2L strategies embedded in teaching and learning programs</td>
<td></td>
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<td>Course + 16 days Relief @ $410 = $6560 NPL</td>
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<td></td>
<td>- Improved student reading outcomes</td>
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<tr>
<td>- Release classroom teachers to work with the LCL in programs such as Paired Teacher Mentors / Stage Groups planning / Lesson Studies.</td>
<td>- Release program operating</td>
<td>LSES 2.3,4 NPL 1.2,3</td>
<td>✓</td>
<td>LCL as Coordinator</td>
<td>Sem 1 2011 $75966 - 0.697 Teacher NPL = Funds at School</td>
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<tr>
<td></td>
<td>- Sharing of skills and best practice</td>
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<td></td>
<td>- Improved quality of teaching</td>
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<td></td>
<td>- Higher Order Thinking skills incorporated into teaching.</td>
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<td>- Expectations of student performance focus of planning and professional learning.</td>
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<tr>
<td>- Build the capacity of executive and teachers in using and analysing data to enhance teacher and student performance</td>
<td>- Team established for 'Team Leadership for School Improvement'</td>
<td>LSES 2.3,4 NPL 2</td>
<td>✓ ✓</td>
<td>Executive and Evaluation Teams</td>
<td>DP Higher Duty (RMc) Support</td>
</tr>
<tr>
<td>- Whole school self evaluation monitoring activities</td>
<td>- School leadership team attends SMART and Data workshops</td>
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<td>- Data collected through school evaluations</td>
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<td></td>
<td>- Developing PL – Higher Order Thinking, Expectations, QT</td>
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<tr>
<td>- Assess staff skills in Data Analysis - DASA</td>
<td>- DASA survey completed and used to monitor teacher skill acquisition</td>
<td>LSES 1, 3</td>
<td>✓</td>
<td>Principal Executive</td>
<td>DP Higher Duty (RMc) to support training Low SES Contribution to Principal Mentor Semester 1 = $4955 Semester 2 = $4955 allocated to Shared Positions in 2011</td>
</tr>
<tr>
<td>- Provide NAPLAN data analysis training and support for all staff K-6 through staff and stage meetings</td>
<td>- Training provided to staff ongoing to address changing staff and developing staff needs</td>
<td>LSES 1, 2.4, 5</td>
<td>✓ ✓</td>
<td>Partnership Mentor</td>
<td></td>
</tr>
<tr>
<td>- Analyse and interpret data and use to inform teaching and learning activities</td>
<td>- Improved ability of staff to interpret and use data to develop teaching programs</td>
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<tr>
<td>- Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks</td>
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</tbody>
</table>
### Priority Area 1: Literacy

**Targets:**
- Decrease the percentage of mainstream Year 3 and 5 students in the bottom two bands for reading to 30% or regional levels
- Decrease the percentage of mainstream Year 3 and 5 students in the bottom two bands for writing to 40% or regional levels

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<tr>
<th>Strategies</th>
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</table>
| - Provide a sequence of planned PL activities for staff and stage meetings with a focus around literacy / reading / R2L and NAPLAN  
- Employ tutors to work in classrooms to support the teaching and learning of literacy.  
- Engage the services of Gail Brown – TPL in Comprehension /Writing and Vocabulary | - PL Activities are planned  
- PL activities occur at meetings  
- Improved staff knowledge and skills in relation to the teaching and learning of reading and the use of NAPLAN data to inform teaching focuses. | NPL 1, 3  
LSES 2.3 | ✓ ✓ | Principal Executive LCL  
Class Teachers | PSFP  
Literacy Resources $6,000  
NPL  
SLSO 2 Days per week x 20 weeks.  
Literacy/Language K-2 $6480  
LSES  
Consult $1500 per sem = 3000 yr  
0.5 Executive release  
0.5 Additional staff release WQ = 0.1 Staff - $75498  
2010 Low SES |

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| - Analyse current teaching practices and refine to ensure best practice for assessment, monitoring and parent communication is implemented across the stages.  
- Support literacy program development to ensure that there is a balance of teaching and learning across the strands as required for effective student learning.  
- Analyse the gap in reading between indigenous and non indigenous students from Kinder to Year 2. Investigate strategies to lessen this gap before Stage 2. | - Best Start data – monitoring and tracking of students each term from Kinder to Year 2 against the literacy continuum.  
- Develop an efficient mechanism for implementing tracking of Best Start data  
- Consolidate reading strategies – MULTILIT, Reading to Learn., Jolly Phonics, Gail Brown comprehension  
- Personalised Learning Plans and Individual Education Plans are embedded into teacher practices, including Norta Norta  
- Teaching of writing and reading is balanced so that students are progressing in both areas.  
- Teaching programs are resourced to ensure all teachers and students have access to current and up to date resources.  
- Professional learning opportunities such as Gail Brown / Best Start initiatives / Reading to Learn to further develop quality teaching.  
- Support provided to indigenous learners to raise achievement levels. | NPL 1, 3  
LSES 4 | ✓ ✓ | Executive LCL  
Class Teachers | School Held Funds  
Best Start - $820  
NPL  
SLSO Multi Lit  
3 x 12 hours per week x 20 weeks.  
$19585  
Norta Norta $5000  
$10000 training for SLSO’s Lit/Num – Norta Norta |
### Priority Area 1: Literacy

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### Priority Area 2: Numeracy

**Targets:**
- Increase by 10% the percentage of mainstream Year 5 students achieving greater than or equal to expected growth in NAPLAN in 2011.
- Decrease the percentage of mainstream Year 5 students in the bottom two bands in NAPLAN numeracy in 2011 to regional levels, or better than the school average of the past three years.

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<tbody>
<tr>
<td>• Provide training for identified staff in maths and specific strands</td>
<td>• Maths training occurs</td>
<td>LSES 4 NP 1</td>
<td>✓</td>
<td>Stage 3 Teachers</td>
<td>PAS 0.5 Executive release / Stage 3 Exec - RMc /TG</td>
</tr>
<tr>
<td>• Staff train other staff in strategies</td>
<td>• Trained staff share strategies</td>
<td>LSES 3.4,6 NP 3</td>
<td>✓</td>
<td></td>
<td>0.5 Executive release Supporting Refer to priority area 4 cell 3</td>
</tr>
<tr>
<td>• Strategies implemented in classroom practice</td>
<td>• Strategies used in teaching programs</td>
<td></td>
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<tr>
<td>• Improve student numeracy skills</td>
<td>• Improved student outcomes in numeracy.</td>
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<tr>
<td>• Develop and conduct workshops for parents to give them strategies and</td>
<td>• Workshops held and parent attendance records maintained</td>
<td></td>
<td>✓</td>
<td>Exec - RMc /TG</td>
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<tr>
<td>skills that will assist them to improve their children’s numeracy skills</td>
<td>• Parents use strategies at home</td>
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<tr>
<td>at home</td>
<td>• Positive parent feedback on school surveys</td>
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<tr>
<td>• Loan educational resources to parents to help them support their</td>
<td>• Improved student outcomes in numeracy.</td>
<td></td>
<td>✓</td>
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<tr>
<td>children’s early learning development at home</td>
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<tr>
<td>• Employ additional staff to allow for Team Teaching and mentoring</td>
<td>• Improved capacity of teachers to deliver numeracy programs</td>
<td>LSES 3.4,6 NP 1,3</td>
<td>✓</td>
<td>Stage Leader Executive Focus</td>
<td>0.5 Executive release Supporting Refer to priority area 4 cell 3</td>
</tr>
<tr>
<td>Teachers with the development of effective teaching &amp; learning</td>
<td>• Improved numeracy outcomes for students</td>
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<tr>
<td>strategies in Numeracy</td>
<td>• Staff member driving the numeracy focus</td>
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<tr>
<td>• Focus area for executive role</td>
<td>• Numeracy determined to be 2011 focus area</td>
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<td></td>
<td>• Programs reflect sound numeracy strategies and professional</td>
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<td></td>
<td>learning</td>
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<tr>
<td>• Employ Maths tutors / SLSO’s to work with students who did not</td>
<td>• Executive communicating with parents</td>
<td>LSES 3.4 NP 1</td>
<td>✓</td>
<td>Executive STL</td>
<td>Norta Norta Funding $5000</td>
</tr>
<tr>
<td>meet the benchmarks in 2010 NAPLAN</td>
<td>• Student Support Staff (EJ) supporting organisation and training</td>
<td></td>
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</tr>
<tr>
<td>• Use Best Start / SENA / NAPLAN data to identify students who need</td>
<td>• Students with numeracy needs are receiving tutor support</td>
<td>LSES 4 NP 3</td>
<td>✓</td>
<td>ES1 Staff STL</td>
<td>Norta Norta Supports PSFP $6000</td>
</tr>
<tr>
<td>additional tutor support</td>
<td>• Best Start data analyses and used to inform Kinder teaching program.</td>
<td></td>
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</tr>
<tr>
<td>• Use data to analysis weakness in numeracy programs and examine</td>
<td>• ES1/S1 students tracked over terms against numeracy continuum.</td>
<td></td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>strategies being used in all areas. Incorporate SMART data as well as</td>
<td>• Resource Mathematics teaching programs to ensure all teachers and</td>
<td></td>
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<tr>
<td>the assessments from Go Maths / SENA.</td>
<td>students have access to current and up to date resources.</td>
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</tbody>
</table>
### Priority Area 3: Engagement

**Targets:**
- Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- Decrease the number of unjustified whole day absences by 10%

<table>
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<tr>
<th>Strategies</th>
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</thead>
</table>
| - Nominate staff member to drive the PBL program and focus for 2011.  
  - Provide training for identified staff members who are not currently trained in PBL.  
  - All staff implement PBL strategies in classroom and playground practice  
  - Reinforce PBL initiatives through communication and consultations with parents and communities  
  - Embed the use of ISSP data to inform:  
    - PBL focuses.  
    - Identify areas of concern for behaviour management focus.  
    - Identify students demonstrating inappropriate behaviours  
    - Communication with parents and staff.  
  - Further develop ISSP to be the central location for all student support data. | - PBL team trained and reload training accessed where required  
  - All staff receive professional learning in PBL  
  - PBL strategies identified and implemented as a united whole school focus in the classroom and playground  
  - Consistent approach towards discipline, rewards and recognition, by all staff  
  - School culture and student attitudes improve.  
  - Improved engagement of students  
  - Student Behaviour – In School Support Planner (ISSP) data needs to be communicated further to identify and address student and school needs.  
  - The Target Card system is supported by staff. Positive elements are further emphasised and finalised in order to embed routines. The positive elements of the system such as the class and school rewards are promoted and used to ensure that the positive rewards are happening regularly. | LSES 3,4,5,6 | ✓ | ✓ | PBL Team to coordinate | Training Costs $231 (77 x 3)  
Teacher Relief = $1230 (3 days x $410)  
PBL Resources = $1,500 Global Funds |
| - Staff and students provide proactive PBL strategies to have a positive effect on minimising situations that may lead to suspension  
  - Establish procedures and processes for dealing with repeat offenders and providing DET and interagency support for students.  
  - Earlier resolution of suspension occurs whenever possible  
  - Provide intensive learning, social and behaviour skilling support for suspended students and those at risk of suspension  
  - Strengthen parent/school partnerships to provide a unified | - Staff adopt a consistent and united manner towards behaviour management  
  - Students display an improvement in behaviour  
  - The number of situations that lead to suspension is reduced  
  - Procedures for repeat suspensions are established with SEG assistance.  
  - Student ability to modify and self monitor their own behaviour improves  
  - Improved communication between parents and school  
  - Improved partnerships between parents and school | LSES 3,4,5,6 | ✓ | ✓ | PBL Coordinator Principal Executive | Global |
## Priority Area 3: Engagement

### Targets:
- Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- Decrease the number of unjustified whole day absences by 10%

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</thead>
<tbody>
<tr>
<td>approach towards behaviour modification</td>
<td><strong>TARS, EARS and PARS and Professional learning needs of staff are being met</strong>&lt;br&gt;<strong>School focus areas / projects established for exec</strong>&lt;br&gt;<strong>School focus areas / projects established for teachers</strong>&lt;br&gt;<strong>Employ 0.4 SAO</strong>&lt;br&gt;<strong>Staff leadership – workshops / team teaching with focus on expectations, feedback and engagement.</strong>&lt;br&gt;<strong>Results and success celebrated and communicated.</strong></td>
<td>LSES 1,2,3,4,5,6 NPL 1,2,3</td>
<td>✓ ✓</td>
<td><strong>Principal Executive</strong></td>
</tr>
<tr>
<td>0.5 Higher duties – DP offered for executive.</td>
<td><strong>TARS, EARS and PARS and Professional learning needs of staff are being met</strong>&lt;br&gt;<strong>School focus areas / projects established for exec</strong>&lt;br&gt;<strong>School focus areas / projects established for teachers</strong>&lt;br&gt;<strong>Employ 0.4 SAO</strong>&lt;br&gt;<strong>Staff leadership – workshops / team teaching with focus on expectations, feedback and engagement.</strong>&lt;br&gt;<strong>Results and success celebrated and communicated.</strong></td>
<td>LSES 1,2,3,4,5,6 NPL 1,2,3</td>
<td>✓ ✓</td>
<td><strong>Principal Executive</strong></td>
</tr>
<tr>
<td>Executive duties include stage leadership and development (PL, curriculum delivery and assessment practices), executive leadership and development and identified school projects</td>
<td><strong>Improved attendance rates</strong>&lt;br&gt;<strong>Increased parent contact by school</strong>&lt;br&gt;<strong>Publish brochure with visuals for our school</strong>&lt;br&gt;<strong>Processes embedded in practice</strong>&lt;br&gt;<strong>Increased networking with HSLO</strong></td>
<td>LSES 6 NPL 3</td>
<td>✓ ✓</td>
<td><strong>Principal Executive</strong></td>
</tr>
<tr>
<td>Higher duties – Assistant Principal – offered for classroom teacher to develop leadership capacity and provide support for teachers.</td>
<td><strong>School initiatives involve an increasing range of students</strong>&lt;br&gt;<strong>Involvement in initiatives produces increased engagement at school.</strong>&lt;br&gt;<strong>Resources to support school initiatives</strong></td>
<td>LSES 3 NPL 3</td>
<td>✓ ✓</td>
<td><strong>Principal Executive</strong></td>
</tr>
<tr>
<td>Additional 0.4 SAO duties established for additional work school programs and focuses.</td>
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<tr>
<td>Leadership activities to include strategies for providing students with feedback, expectations, progress and assessment.</td>
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</tbody>
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**Resource Allocation and Funding Source**
- **PAS PAS 0.5 DP release**
- **0.2 PSFP staffing allocation PSFP $6000**
- **Staffing through Low SES 0.5 DP higher duties x 3 $30090 AP Higher duties $16152 Teacher 0.3 research focus - $32128**
- **0.6 Staff entitlement 0.2 AP release supports SAO -9798 0.2 SAO -9798 0.2 $10000 Programs Support**
- **Provide relevant curriculum initiatives that will engage students, foster positive attitudes towards school and raise student self esteem eg: Music / Men’s Shed / Aboriginal Dance / Band / Enrichment / Horticulture / Social Interaction Skills Program**
- **Engage the services of Music professionals to work with students**
- **Improve attendance monitoring procedures**
- **Identify targeted families with poor attendance rates and work to improve attendance**
- **Improve attendance rates**
- **Increased parent contact by school**
- **Publish brochure with visuals for our school**
- **Processes embedded in practice**
- **Increased networking with HSLO**
- **School initiatives involve an increasing range of students**
- **Involvement in initiatives produces increased engagement at school.**
- **Resources to support school initiatives**

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## Priority Area 3: Engagement

### Targets:
- Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- Decrease the number of unjustified whole day absences by 10%

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<tr>
<td>and staff once per week</td>
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| - Develop relationships with identified schools to support highly transient students & families | - Links developed with other schools to support highly mobile / transient students  
- Send PLP / IEP data.  
- Executive to phone new or previous teacher | LSES 3        | ✓           | ✓           | Executive     | Utilise staff positions /additional release established with LOW SES funding |
| - Link local services with school and involve parents eg Families NSW, Brighter Futures, Aboriginal Services | - Activities involving other agencies occurring | LSES 4,6     | ✓           | ✓           | AEO         | Utilise CSO position Funded through Staffing – above establishment |
| - Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice. | - Classroom programs include teaching strategies which make appropriate use of technology  
- Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning | LSES 1        | ✓           | ✓           | Computer Coordinator | Low SES Contribution to Connected Learning  
Semester 1 = $4054  
Semester 2 = $4054  
allocated to Shared Positions in 2011 |
| - Provide additional laptops for staff / students to foster and improve the development of connected classroom technologies. |                                                                           |             |             |                |                                        |
| - Involvement in e2Primary connected classrooms strategy with local Orange schools, to enhance curriculum content in the area of literacy |                                                                           |             |             |                |                                        |
| - Professional learning for staff to be involved 10 days @ $350             |                                                                           |             |             |                |                                        |
| - Develop joint planning links with local schools, pre-schools and community organisations to facilitate transition programs. | - Links with local schools, pre-schools and community organisations established.  
- Joint planning meetings occur.  
- Improved transitions strategies identified for the various stages of transition.  
- Transition strategies implemented | LSES 3,4,6    | ✓           | ✓           | Exec Computer Coordinator | Exec DP Release positions established with LSES School funding to support Computer Coordinator Funds |
| - Develop flexible transition program for different groups over a period of time |                                                                           |             |             |                |                                        |
| - Develop suitable transition programs for young mothers who may need additional support |                                                                           |             |             |                |                                        |
### Priority Area 3: Engagement

**Targets:**
- Reduce the number of short suspensions in the category of continual misbehaviour by 10%
- Decrease the number of unjustified whole day absences by 10%

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<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Time Frame</th>
<th>Responsibility</th>
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</table>
| • Create links with parents who haven’t enrolled children into preschool / mobile parents between schools | • Students experience quality transition programs.  
• School Web page regularly updated                                      |             |            |                |                                        |

### Priority Area 4: Aboriginal Education

**Targets:**
- Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of reading and writing to regional levels or better than school records for the past two years
- Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years

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| • Facilitate professional learning focussed on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing. | • All staff is aware of the 8 Ways methodology.  
• Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies. | LSES 1       | ✓          | DP Aboriginal Programs Principal Staff | DP Higher Duty (TG) Support                |
| • Establish an Aboriginal Education Group to work with Kim Laws from What Works to improve outcomes for Indigenous students. | • Increased ability of teaching staff to implement Aboriginal Education strategies  
• Improved outcomes for Indigenous students  
• Documentation requirements such as policies, processes and programming are completed and communicated to staff and embedded in classroom and school practise.  
• Investigate the possibility of using the culture program across other stages and as a tool for parent and community participation. Try to involve other agencies. | LSES 2, 4     | ✓          | Principal Kim Laws Staff              | Teacher Professional Learning             |
| • Develop Aboriginal Cultural Awareness project across stages  
• Participate /Shared PL in Cultural Immersion program                     | • Raised awareness of Indigenous culture within the school & community.  
• Increased self esteem of Indigenous students  
• Increased ability of teaching staff to implement Aboriginal cultural perspectives.  
• Improved outcomes for Indigenous students                                   | LSES 4, 6     | ✓          | Principal Exec AEO Staff              | LSES 0.5 Executive release  
0.5 Additional staff release EJ  
= 1.0 Staff - $86602 per yr Teacher |
### Priority Area 4: Aboriginal Education

**Targets:**

1. **Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of reading and writing to regional levels or better than school records for the past two years.**
2. **Reduce the percentage of Year 3 and Year 5 indigenous students in the lower two bands of numeracy to regional levels or better than school records for the past two years.**

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| - Continue Personal Learning Plan structure for all Aboriginal students and use to inform teaching and learning programs  
- Include NAPLAN item analysis in Literacy and numeracy for the development of Aboriginal students PLP’s.  
- Provide training for appropriate Aboriginal support staff in NAPLAN item analysis.  
- Hold regular parent meetings as part of the PLP development | - Explored idea of using the culture program across other stages and as a tool for parent and community participation.  
- Try to involve other agencies.  
- Teachers of Aboriginal students and other Aboriginal workers are trained in NAPLAN Analysis.  
- All Aboriginal students have a Personal Learning Plan (PLP) negotiated between the student, caregiver and classroom teacher  
- PLP’s implemented  
- Improved literacy and numeracy skills for Aboriginal students. | NPL 3  
LSES 2, 3, 4, 6 | ✓ | Principal  
Executive  
Class Teachers  
AEO  
Teacher’s Aids  
DP Aboriginal Programs | LSES  
5 days PLPs Sem 1  
$1750  
Additional release supports |
| - Provide professional learning for Aboriginal tutors to improve their capacity to improve student’s literacy/numeracy skills and to assist with transition programs. | - Targeted students receiving support in literacy and numeracy | LSES 4, 6 | ✓ | CSO/ STL  
AEO / Tutor Coordinator | Norta Norta Funds  
$1000 |
| - Participate in joint planning and Leadership development programs with Glenroi Heights Public School to assist in meeting the learning needs of Aboriginal students through Chris Sarra initiatives, strategies and activities | - Joint planning meetings occur  
- Executive developing programs occur  
- Teaching / learning strategies with stage teachers identified and implemented.  
- Literacy/ numeracy gap between Aboriginal and non-Aboriginal students is bridged. | LSES 3, 4 | ✓ | Principals and  
Executive of both schools | TPL Budget |
| - Continue with the NORTA NORTA supports for Aboriginal students who did not meet the benchmarks in NAPLAN Literacy | - Norta Norta funds utilised effectively | LSES 3, 4 | ✓ | STL coordinates | Norta Norta Funds |