

School Plan 2010 - 2011

School Context

Tambelin Independent School is located within the central business district in Goulburn (population 24 000). Tambelin has a current enrolment of 29 students from Kindergarten to Year 6, with the capacity to offer places for up to 32 students. School enrolments have been steady over the past 5 years. The philosophy of the school is for children to be happy in their learning environment. To foster this, the school regards each child as an individual and employs a low student to staff ratio. The small class numbers provide teachers the opportunity for focus on the individual. Children are encouraged to develop at their own pace and realise their full potential in a non-competitive atmosphere. Parents of the students, together with the teachers, run and administer the school. Over the past two years the school has focussed on identifying students needs in numeracy and has implemented the LIEN / LIN program and in 2010 the school has identified needs in literacy, particularly spelling and reading comprehension. Both the numeracy and literacy programs have been implemented as a whole school approach.

Priority areas

- Whole school approach to literacy to achieve improved student outcomes
- Effective evidence based teaching

Targets

- For matched students between Year 3 2009 and Years 5 2011 growth will be equal to or better than the state in reading.

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| <p>1. Literacy: Support Students learning needs – ILPs</p> <p>2. Literacy: Parents involved in National Partnership Initiative and whole school Literacy approach.</p> <p>3. Resources for Literacy – Staff & reading materials for students</p> <p>4. Analysis of data, internal and external and its use for effective teaching.</p> <p>5. Numeracy: Extension and development in teacher understanding of LIN/LIEN assessment.</p> <p>6. Development of leadership skills</p> | <p>1. Develop and implement Individual Learning Plans for students who currently are below the minimum standard in reading and writing and to help monitor improved progress towards literacy outcomes.</p> <p>2. Parents will attend two parent information nights. Parents will be more informed about the Literacy curriculum and intended outcomes.</p> <p>3. Children and staff have access to a variety of up to date literacy resources to enhance literacy</p> <p>4. Teachers use data at a level two or higher for all domains in Data Analysis.</p> <p>4a. Teacher will use data to assess and monitor children’s progress in literacy.</p> <p>6. Principal will complete leadership program to manage herself and others forward to greater performance.</p> |
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Intended Outcomes:

1. That there will be a whole school approach to all areas of literacy

- a. That staff will increase levels of competency at analysing and using data in literacy
- b. That students will be identified through assessment and appropriate learning plans implemented
- c. That there will be a whole school approach to monitoring literacy.
- d. That a Literacy specialist teacher will be employed
- e. That the children will have resources to support literacy learning and will be motivated to read.

2. That we involve parents in their children's literacy learning in literacy

- a. That parents are better informed about Literacy & Numeracy Programs
- b. That parents will be more confident in supporting their children's learning in Literacy

3. That we strengthen existing Numeracy Programs

- a. That teachers become more confident in Learning in Numeracy and Learning in Early Numeracy. Follow up work/professional development day with a consultant to revisit assessment and growth points and activities associated with this assessment.
- b. Parent Information evening to inform parents how we teach Maths and how it has changed from their experiences.

| Reform | Indicators | Strategies | Timeframe 2010-11 | Responsibility | Resource Allocation and Funding Structure |
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| <p>That there will be a whole school approach to all areas of literacy</p> <p>That staff will increase levels of competency at analysing and using data in literacy</p> | | | | | |
| <p>1 Effective, evidence-based teaching</p> <p>2 Strong Leadership</p> | <p>School to attend National Partnerships Literacy / Numeracy Initiative training</p> | | <p>29th-30th April 2010</p> | <p>Principal Senior Room Teacher</p> | <p>\$900</p> <p>\$60 Travel \$350 Accommodation</p> <p>Relief teachers \$330 x 2 teachers x 2 days = \$1320</p> |
| <p>1 Effective, evidence-based teaching</p> | <p>All staff have been trained are analysing and using NAPLAN data from SMART software to improve learning programs for the children</p> <p>Teachers demonstrate improvements as measured by DASA.</p> | <p>Staff training K-6 teachers & assistants in analysing and using NALPLAN Data from Smart Software</p> <p>Complete baseline assessment followed by second assessment in August.</p> | <p>Term 3, 2010</p> <p>August 2010- August 2011</p> | <p>Principal</p> | <p>Consultant to conduct training in the use of NAPLAN data from SMART data. \$450</p> <p>2 relief teachers wages =\$660 1 day extra for Part time staff =\$330</p> |

| Reform | Indicators | Strategies | Timeframe 2010-11 | Responsibility | Resource Allocation and Funding Structure |
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| That staff will increase levels of competency at analysing and using data in literacy (continued) | | | | | |
| 1 Effective, evidence-based teaching | Programs in Literacy have been adjusted in response to data and teaching strategies relating in response to specific skills implemented. | Teachers come together to review their programs, evaluate and change programs to suit data reviewed in NAPLAN results. | Term 3 – two weeks after receiving training on NAPLAN data. | Principal Senior Room Teacher | 2 relief teachers wages = \$660 1 day extra for Part time staff = \$330 |
| | | Consultant to work with teachers in developing a whole school plan for literacy specifically looking at Reading and Writing | Term 3/Term 1 | Principal | Consultant 3 days x \$1200 = \$3600 Consultant's travel costs \$180 3 days relief for 2 teachers \$330 x 6 = \$1980 |
| That students will be identified through assessment and appropriate learning plans will be implemented | | | | | |
| 3 Whole school engagement in literacy and numeracy processes to monitor school and student performance to identify when support is needed | Specific children are identified and have Individual Learning Plan Students needing ILP showing improved Literacy outcomes | Teachers identify students who require Individual Learning Plans and plan and program for their individual needs. | Term 3 | Principal All Teachers | Consultant Relief teachers \$330 x 2 teachers x 2 days = \$1320 |
| | | Mentor to assist staff in developing and monitoring ILPs & PLPs. | Term 4, 2010 Term 2, 2011 | Principal Teachers | Consultant |
| | | Establish and develop support for teacher monitoring programs for ILP students and | Term 1, 2011 Term 2, 2011 | Principal Teachers | 3 days relief teacher \$330 x 3 = \$990 3 days relief Part time staff = \$990 |

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| That there will be a whole school approach to monitoring literacy. | | | | | |
| <p>3</p> <p>Whole school engagement in literacy and numeracy processes to monitor school and student performance to identify when support is needed</p> | <p>Whole School Literacy program that is transparent to all staff, parents and students. Programs completed to assist in whole school literacy.</p> | <p>CARS Comprehension – Assessment STARS- teaching Comprehension strategies</p> <p>Spelling Mastery</p> <p>Supplementary workbooks for above resources</p> <p>Junior room reading program with parents Morning tea information /thank you</p> <p>Staff to complete MULTILIT training</p> <p>“Off to a Good Start” reading program 3 days, 1 day per term follow up</p> | <p>ongoing</p> <p>Terms 3 & 4 2010</p> <p>Term 3, 2010</p> <p>Term 3,2010</p> <p>Term 4,2010 Term1,2011 Term 2,2011</p> | <p>Junior Room Teacher</p> <p>Teachers assistant</p> <p>Teachers Assistant</p> <p>Principal</p> <p>2 Senior Room Staff & Principal</p> <p>JNR Room staff</p> | <p>In kind</p> <p>In kind</p> <p>\$1000</p> <p>In kind</p> <p>1 day workshop for \$330 x 3 = \$990 Travel \$60 x 3 = \$180 Accommodation \$650 Materials \$299 + \$195 Student workbooks Relief Teacher 2 x 2days \$660</p> <p>5 days Consultant 5x \$1200 = \$6000 Relief teacher 5 days \$330 x 5 = \$1650 2 days part time staff \$330 x2 = \$660 Consultant’s travel and accommodation costs \$600</p> |

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| | | Making & developing Literacy Resources | Term 1,2011 | Principal /staff | 2days Relief Teacher 2 days x 330=\$660 2 days x wages for part time staff =\$660 |
| | | Purchase appropriate resources to support literacy. Fitzroy Readers purchase \$200 Jolly Phonics \$200 Reading Materials & Reading Assessment for children will be advised by literacy consultant | Research Christmas break purchase Term 1 | Principal | \$19, 366 (list to be provided prior to purchase) \$1000 for reading assessment |
| | | Employ a paraprofessional to implement Multilit and support Literacy 4 mornings a week from 9am-2pm | Term 3, 4, 2010 Term 1,2, 2011 | | \$25,200 |

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| That we involve parents in their children's literacy learning in literacy | | | | | |
| 3 Whole school engagement in literacy and numeracy processes to monitor school and student performance to identify when support is needed | Parents are well informed about the school/children expectations and learning when it comes to Literacy. Provide parents with tools to support their children in Literacy & Numeracy Programs | a) Two evenings for guest speakers to talk about literacy learning K-6 b) Links between literacy and numeracy skills in Primary school and how parents can support their children. | Term 4,2010 Term 1,2011 | Teachers | Consultant 2 evenings x \$700 = \$1400 Supper \$100 Consultant's travel and accommodation costs \$500 |
| That parents are better informed about Literacy & Numeracy Programs | | | | | |
| That parents will be more confident in supporting their children's learning in Literacy | | | | | |
| 1 Strong leadership/ Whole school engagement | Parents are well informed about the numeracy and literacy programs in the school | Newsletters/website updates | At least two newsletters every term | Teachers | Total of 1 day each term for relief staff \$1320 |
| That we strengthen existing Numeracy Programs | | | | | |
| 3 Whole school engagement in literacy and numeracy processes to monitor school and student performance to identify when support is needed | Teachers become more confident at using LIN and LIEN to help students in Numeracy | 2 days consultant to visit and review LIN /LIEN and Numeracy programming for children | Term 4,2010 | Principal & All Staff | Consultant 2 days x \$1200 = \$2400 Consultant's travel costs \$120 2 relief teachers for 2 days \$1320. Part time staff wages \$330 |

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| Development of leadership skills Principal will complete leadership program to manage herself and others to greater performance. | | | | | |
| 2 Strong Leadership | Principal trained in leadership and developing strong Literacy programs in the school Part time Principal is employed an extra day at the school to oversee and implement National Partnership in Literacy | “Leadership Coaching for Experienced Principals” Attend AIS Executive conference Principal works closely with all staff to support Literacy development and programming in the school | Term 1, 2011 2011 Term 4, 2010 Term 1,2 2011 | Principal Principal Principal | 4 Day Course \$2500 3 days x relief teacher \$990 Accommodation 3 x \$250=\$750 Travel \$180 (\$60 x 3) \$1000 \$13 200 |
| | | | | TOTAL | 100 000 |