



Education &
Communities

School Management Plan



Warren Central School

2012 – 2014





Warren Central School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 year Horizon

Literacy
Numeracy
Student Engagement and Retention
Aboriginal Education and Training
Teacher Quality
Connected Learning
Discipline and Welfare

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

Warren Central School is committed to providing a stimulating, caring and cooperative learning environment for 244 students from the local township of Warren and its surrounding rural areas. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. Warren Central School is very well resourced to support learning programs.

The students at Warren Central School present a range of learning needs. In 2008, external tests reflected an overall improvement in student performance in literacy and numeracy. From 2012, programs will be developed to better extend the learning capacity of all students through a strong focus on quality teaching and learning.

The school staff consists of approximately 40 personnel comprising school executive, classroom teachers, casual teachers, teachers' aides, Aboriginal education assistants and administrative staff. Overall, the staff is highly experienced and professional in their respective roles and responsibilities. The primary staff is primarily female and programs are being developed to ensure good male role models are utilised to support boys within the school.

The school's professional learning and special programs are strongly supported by the Country Areas Program. From 2009 Warren Central School has been supported by being part of the Priority Schools Program.

Warren Central School provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education. The school is committed to developing quality partnerships with parents and the local community. This is achieved through the School Council, P&C Association and the facilitation of a range of activities through which parents feel welcome and a part of their child's life at Warren Central School. The parent community strongly supports the principles, which underpin public education and expect the highest quality of education for their children.

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

Intended Outcomes

- Diminishing the gap in literacy and numeracy achievement between Aboriginal students and all students.
- Strengthening teaching and learning strategies through the implementation of quality programs.
- Improving access to ICT through school infrastructure and professional learning.
- Building the leadership capacity of the middle executive to ensure achievement of improved outcomes for all students.

Principal: Ian Thompson relieving for William White **Date:**

Endorsed by School Education Director:

Date:

School Identified Priority Area/s	Summary of Targets
1. Literacy	<ul style="list-style-type: none">• Diminish the gap in Literacy achievement between Aboriginal students and all students.• Utilising SMART data to inform teaching practices.• Improving student performance in all areas of literacy across all KLAs.
2. Numeracy	<ul style="list-style-type: none">• Improve student performance in all strands of Numeracy across all KLAs.• Diminish the gap in Numeracy achievement between Aboriginal students and all students.• Students will achieve a level of growth for their stage that is comparable to that required by the state in Numeracy

School Identified Priority Area/s	Summary of Targets
3. Student Engagement and Retention	<ul style="list-style-type: none"> • Developing quality teaching practices to engage students • Implementing personalised learning programs for all targeted students • Improving social and emotional wellbeing and skills for life for every student • To reduce the number of days of suspension • Further increase attendance rates for all students • Increase school community's understanding of legal requirements relating to attendance
4. Aboriginal Education and Training	<ul style="list-style-type: none"> • Narrowing the gap in achievement of Aboriginal students and all students in all external tests • Increasing Aboriginal parental engagement in supporting their child's learning • Strengthening teaching and learning strategies through the implementation of quality programs • To reduce the percentage of Aboriginal students in the lower two bands of NAPLAN
5. Teacher Quality	<ul style="list-style-type: none"> • Strengthening teacher capacity to improve student learning outcomes • Enhancing school leadership capacity for school improvement • To raise the percentage of teachers addressing Literacy, Numeracy and Quality Teaching targets in their Professional Learning Plans and programs • Engaging staff in professional learning and career enhancement.
6. Connected Learning	<ul style="list-style-type: none"> • Improving access to ICT through school infrastructure and professional learning. • Utilising interactive technologies for learning, teaching and professional learning • Broadening curriculum options for all students • To increase the increase in the complexity of tasks teachers are using on Interactive Whiteboard in their teaching strategies and in quality teaching programs
7. Discipline and Welfare	<ul style="list-style-type: none"> • Revising the Professional Learning Plan to reflect the professional learning needs of all staff and the priorities of the school management plan. • Clarification the role of the Executive in the context of the whole school management and Welfare System • Reviewing the Student Welfare Policy within the context of the implementation of Positive Behaviour and Learning (PBL) and state policies and guidelines. • Conducting individual reviews of students requiring complex case management.

School Identified Priority Area/s	Summary of Targets
	<ul style="list-style-type: none"> • Review by the Warren Executive Team of the processes for leadership and management of the school learning support officers. • Review by the Warren Executive Team of the current use of Integration Funding Support in line with State Integration Funding Support Guidelines with a view to increased flexibility. • Revising and formalising processes for the transition of students with high and complex needs. • Review of current transition programs for Kindergarten and Year 7

1.0 School Identified Priority Area: Literacy

- Intended Outcome/s:**
1. Average literacy results will match or better state data in NAPLAN and against school based assessments using 2012 as base data.
 2. Gap between State average Literacy results and Aboriginal students average literacy results will diminish.
 3. Teachers to develop more use of SMART data to make more informed decisions in programming.

- Target/s:**
- a. Students will achieve a level of growth for their stage that is comparable to that required by the state in Literacy.
 - b. To increase the average results for all students by 3 marks in NAPLAN Literacy.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1	<ul style="list-style-type: none"> Promote Reading to Learn strategies across the school in all KLAs to improve Literacy outcomes Train more staff in Read2Learn and incorporate into the classroom 	➤ Increased percentage of students performing in the top 2 bands in NAPLAN tests	4	✓	✓	✓	HT English , APs and R2L trained teachers Classroom Teachers	\$6000 PSP funding National Partnership Funding
1.2	<ul style="list-style-type: none"> Creating visually stimulating learning environments by implementing new and innovative teaching and learning strategies 	➤ Decreased percentage of students not meeting minimum Literacy standards in NAPLAN tests	4	✓	✓	✓	Classroom teachers	Global Budget
1.3	<ul style="list-style-type: none"> Best Start Kindergarten Assessment program to plan and deliver quality Early Stage 1 Literacy/ Stage 1 Literacy outcomes 	➤ Increased percentage of Kindergarten students meeting regional reading benchmarks	4	✓	✓	✓	K-3 AP, Kindergarten teacher, AERT.	\$3000 PSP funding
1.4	<ul style="list-style-type: none"> Analysing NAPLAN data to inform faculty planning in developing strategies for improving Literacy outcomes for all students 	➤ Addition of 3 marks to all students from Years 5, 7 and 9 performing in the top two bands in Reading and Writing	4	✓	✓	✓	HTs and APs	\$2000 PSP funding TPL funding
1.5	<ul style="list-style-type: none"> Using the Building Early Literacy program in Early Stage 1 and Stage 1 	➤ Increased percentage of K-2 students meeting regional reading	4	✓	✓	✓	AP (K-3) and CRTs	\$3000 (National Partnership Funding)
1.6	<ul style="list-style-type: none"> Employing 0.1 release for Kindergarten teacher to develop a strong partnership with the local 	➤ Increased percentage of Kindergarten students meeting regional reading	4	✓	✓	✓	Principal	0.1 Classroom Teacher

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	preschool by sharing professional learning and teaching practice	benchmarks ➤ Increased link and partnership built with local Preschool and Warren community						(National Partnership Funding)
1.7	<ul style="list-style-type: none">Employing the Reading Eggs and Spelladrome programs to integrate ICT into Literacy to support student learning.	➤ Increased number of teaching programs using ICT strategies to support Literacy in K-12.	4	✓	✓	✓	HT Engs and APs	\$6000 National Partnerships Funding
1.8	<ul style="list-style-type: none">Continue to employ an Aboriginal paraprofessional to support improvement of students' Literacy outcomes by providing in-class support, assistance with personalised learning plans and liaise with parents, carers and community members and train these paraprofessionals in learning and teaching programs eg MultiLit, Reading EggsImplement L3 – Language, Learning and Literacy for K-3 and Multilit for Yr2 – 12	➤ To reduce by 5% the percentage of Aboriginal students in the lower two bands of the Years 3, 5 and 7 NAPLAN Literacy from: R W Sp G/P Yr3 50% 12% 17% 50% Yr 5 80 67 50 50 Yr 7 89 77 28 66 Yr 9 60 80 40 66 To: Yr3 45% 7% 12% 45% Yr5 75 62 45 45 Yr7 84 72 23 61 Yr9 55 75 35 61	4	✓	✓	✓	Principal	0.5 Paraprofessional (National Partnership Funding)
1.9	<ul style="list-style-type: none">Continue to develop and integrate Wambinya program into Kindergarten and Yr 1 2012	➤ Increased number of K-1 Aboriginal students achieving greater than 0 on Best Start Comprehension	4	✓			Classroom teachers SLSO	Wambinya funding and PSP
1.10	<ul style="list-style-type: none">Develop and instigate a program for adults in helping students with Literacy and tips for homework.	➤ Involvement of parents in program and positive feedback from survey. ➤ Students and parents more aware of how to assist in educational needs of their children	3,4,6	✓			Principal DP AP	Global Budget
1.11	<ul style="list-style-type: none">Investigate the reintroduction of the Reading Recovery Program	➤ Investigation of implementation of Reading Recovery program 2012 undertaken	4	✓			AP HT Classroom teachers	Global Budget
1.12	<ul style="list-style-type: none">Providing incentives and rewards recognised by the school and community on students who make significant improvements in NAPLAN results.	➤ System developed to support implementation of reward system for improvement	3,5	✓			Principal DP Year Advisors	Global Budget

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.13	<ul style="list-style-type: none"> Staff development in, and implementation of FoR program 	<ul style="list-style-type: none"> To increase quality teaching of Literacy - Reading skills and increase students results in Yrs 3 - 6 	4	✓	✓	✓	Principal DP AP Classroom teachers	Global Budget

2.0 School Identified Priority Area: Numeracy

Intended Outcome/s:

1. Improving student performance in all strands of Numeracy across all KLA's.
2. Diminishing the gap in Numeracy achievement between Aboriginal students and all students.
3. Average Numeracy results will match or better state data in NAPLAN and against school based assessments using 2012 as base data

Target/s:

- To increase the average results for all students by 3 marks in NAPLAN Numeracy
- Students will achieve a level of growth for their stage that is comparable to that required by the state in Numeracy

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1	<ul style="list-style-type: none"> Analysing NAPLAN data to inform faculty planning in developing strategies for improving Numeracy outcomes for all students 	<ul style="list-style-type: none"> 2% Students average 5 more marks 	3	✓	✓	✓	HTs and APs	TPL funding
2.2	<ul style="list-style-type: none"> Further development of programs across the middle years for accelerated learners Middle schooling when needed eg iextend 	<ul style="list-style-type: none"> Reduced achievement gap between Aboriginal students and all students in Years 5, 7 and 9 NAPLAN and Year 8 ESSA testing 	3	✓	✓	✓	HT Maths, 4-6 AP, Maths teachers, stage 3 teachers	TPL funding
2.3	<ul style="list-style-type: none"> Best Start Kindergarten Assessment program to plan and deliver quality Early Stage 1 Numeracy outcomes 	<ul style="list-style-type: none"> Improved Numeracy achievement of students in Kindergarten to Year 2 	3	✓	✓	✓	K-3 AP, Kindergarten teacher, AERT.	Linked to PSP Literacy funding
2.4	<ul style="list-style-type: none"> Developing Maths Packs with parents to reinforce the Numeracy skills taught 	<ul style="list-style-type: none"> Increased parent participation in student learning 	6	✓	✓	✓	DP and PSP Partnership	\$1500 PSP funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	in school at home						Officer	
2.5	<ul style="list-style-type: none"> Employing the Mathletics and HotMaths programs to integrate ICT into Numeracy to support student learning. 	<ul style="list-style-type: none"> Increased number of teaching programs using ICT strategies to support Numeracy in K-12. 	3	✓	✓	✓	HT Maths APs	\$6000 National Partnerships Funding
2.6	<ul style="list-style-type: none"> Continue to employ an Aboriginal paraprofessional to support improvement of students' Numeracy outcomes by providing in-class support, assistance with personalised learning plans and liaise with parents, carers and community members. 	<ul style="list-style-type: none"> To increase the average results for all students by 3 marks in NAPLAN Numeracy each year 	3,4	✓	✓	✓	Principal	0.5 School Learning Support Officer National Partnerships Funding
2.7	<ul style="list-style-type: none"> Staff development in, and implementation of TENS program 	<ul style="list-style-type: none"> To increase quality teaching of early Numeracy skills and increase students results in Early Stage 1 . Stage 1 Numeracy 	4	✓	✓	✓	Principal DP AP Classroom Teachers	Global Budget

3.0 School Identified Priority Area: Student Engagement and Retention

- Intended Outcome/s:**
1. Developing quality teaching practices to engage students
 2. Implementing personalised learning programs for all targeted students
 3. Improving social and emotional wellbeing and skills for life for every student
 4. Further increase attendance rates for all students
 5. Increase school community's understanding of legal requirements relating to attendance

Target/s:

- To reduce the number of suspension days to 475 in 2012.
- To reduce the numbers of students truanting classes
- Improve retention of students from Year 10 to 12

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	<ul style="list-style-type: none"> Providing professional learning in problematic and higher order thinking skills to strengthen the implementation of the QTF 	<ul style="list-style-type: none"> Evidence of the QTF being applied in all classrooms throughout the school 	2	✓	✓	✓	School Executive	TPL funding
3.2	<ul style="list-style-type: none"> Modelling by Langford Team to improve quality learning opportunities for all students by 	<ul style="list-style-type: none"> Increased competency of teachers in using Langford tools to engage students in learning 	2	✓	✓	✓	Quality Learning Team HT Eng	\$6000 CAP funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	professionally developing teachers and creating a scope and sequence of quality learning tools							
3.3	<ul style="list-style-type: none"> Implementing an Attendance Policy to improve attendance rates 	<ul style="list-style-type: none"> Improved student attendance rates of targeted students 	3	✓	✓	✓	Principal and HSLOs	Global Budget
3.4	<ul style="list-style-type: none"> Develop Positive Behaviour Learning and phase out Raised Responsibilities into classroom management plans 	<ul style="list-style-type: none"> Decreased number of negative referrals made on RISC 	6	✓	✓	✓	DP, PBL team and Learning Support Team	\$3000 Global funds and TPL funding
3.5	<ul style="list-style-type: none"> Further Development of effective partnerships with the community and agencies to support the learning of every student 	<ul style="list-style-type: none"> Increased parent satisfaction with the school through exit surveys at school events. 	6	✓	✓	✓	Principal, Executive and PSP Committee HT Eng	PSP funding
3.6	<ul style="list-style-type: none"> Continue to employ two CLOs to increase parent and student engagement in the school 	<ul style="list-style-type: none"> Increased parent satisfaction with the school through exit surveys at school events 	6	✓	✓	✓	Principal, Executive and PSP Committee	\$21 643 PSP funding
3.7	<ul style="list-style-type: none"> Providing a broad and flexible range of subject options and opportunities relevant to the needs of the community, particularly adult education 	<ul style="list-style-type: none"> Increased proportion of students completing Year 12 and vocational training courses 	3	✓	✓	✓	Principal, HT Secondary Studies and VET teachers	TPL funding
3.8	<ul style="list-style-type: none"> Increase Gunningba Room to 5 days with experienced staff manning the centre. This staff will also be involved with the Attendance program as well as remediation of targeted students when the room is not populated. Increased ISTB support and emphasis on engagement to reduce attendance and suspension issues. 	<ul style="list-style-type: none"> Action plan to support attendance at school implemented and the Head Teacher Secondary Studies working closely with the community and Learning Support Team to improve student learning. Reduction in the number of days lost to suspension by 5% to 475 2012 then to decrease by 5% each year there after 	1	✓	✓	✓	Principal	0.5 Classroom Teacher (National Partnership Funding)
3.9	<ul style="list-style-type: none"> Continue the "Better Futures" program by employing a teacher to improve student retention by providing access to work place 	<ul style="list-style-type: none"> Improved Aboriginal student enrolment rates and success in vocational learning programs 	1,4,6	✓	✓	✓	Principal	1.0 Classroom Teacher (National Partnership)

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	training and specialised support.							Funding)
3.10	<ul style="list-style-type: none"> Professional Development of staff in Alternate Pathways, Mind Matters, and Mental Health and implement programs into curriculum 	➤ Improved Student Engagement and attainment, retention	3	✓	✓	✓	HT Secondary Studies, Committee Min Mattaer	\$3000 CAP funding
3.11	<ul style="list-style-type: none"> Employ 0.4 Aboriginal Community Liaison Officers to support parents to engage in personalised learning plans and strategies to support their child's learning in Literacy, Numeracy and Technology. 	➤ Strong relationships developed with partner schools, parent bodies and the wider community	6	✓	✓	✓	Principal	0.4 Community Liaison Officer (National Partnership Funding)
3.12	<ul style="list-style-type: none"> Implementing parent and community workshops around teaching and learning of Literacy, Numeracy and ICT. 	➤ Increased parent satisfaction with the school through exit surveys at skills workshops	3	✓	✓		HTs and APs CLO and ACLO	Global Budget
3.13	<ul style="list-style-type: none"> Identification and training of an ARCO to promote and implement the school's Anti-racism and Multicultural programs. 	➤ Increased parent satisfaction with the school through self-evaluation surveys.	6	✓	✓	✓	Deputy Principal	Global Budget
3.14	<ul style="list-style-type: none"> Employing professional music teachers to support K-12 creative arts programs . 	➤ Increase student participation. Increased parent satisfaction with the school through self evaluation surveys.	4	✓	✓	✓	Principal and HT Secondary Studies	\$2500 CAP funding
3.15	<ul style="list-style-type: none"> Identifying, training and resourcing staff in Mind Matters and Friendly Families 	➤ Improved Aboriginal student retention rates and success in social learning programs	4	✓	✓	✓	Principal and HT Secondary Studies	\$3500 CAP funding
3.16	<ul style="list-style-type: none"> Continue to facilitate leadership development for students K-12. 	➤ Increased number of students representing the school at district and regional SRCs.	4	✓	✓	✓	Principal and HT Secondary Studies	\$6400 CAP funding
3.17	<ul style="list-style-type: none"> Continue to support educational and social learning and excursion opportunities for all students. 	➤ Increased number of students accessing programs to extend their learning outcomes.	4	✓	✓	✓	Principal and HT Secondary Studies	\$10 000 CAP funding
3.18	<ul style="list-style-type: none"> Revise discipline programs on Swearing, Smoking and Truanting 	➤ Decrease numbers of students involved in swearing, smoking and truanting.	4	✓	✓	✓	All Staff	Global Budget

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.19	<ul style="list-style-type: none"> Evaluate the Support Room and its function in the school 	➤ Survey staff and students.	3	✓	✓	✓	Principal	Global Budget
3.20	<ul style="list-style-type: none"> Maintain and continue Attendance co-ordinator to co-ordinate follow-up of attendance issues in conjunction with the DP 	➤ Improvement of attendance figures generally as well as for individual students.	3	✓	✓	✓	Deputy Principal, Gunningbar Officer	0.2 Classroom Teacher (National Partnership funding)

4.0 School Identified Priority Area: Aboriginal Education

Intended Outcome/s:

1. Aboriginal perspectives will be embedded in all teaching programs and in all KLAs
2. Narrowing the gap in achievement of Aboriginal students and all students in all external tests
3. Increasing Aboriginal parental engagement in supporting their child's learning
4. Strengthening teaching and learning strategies through the implementation of quality programs

Target/s: To reduce the percentage of Aboriginal students in the lower two bands of NAPLAN

Number	Strategies	Indicators	Reform Area	Timeframe	Responsibility	2012 Resource
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				2012	2013	2014		Allocation & Funding Source
4.1	<ul style="list-style-type: none"> Promote and encourage the school Aboriginal Education Team to develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities. 	<ul style="list-style-type: none"> Aboriginal community members report effective relationships with the school 	6	✓	✓	✓	Principal, 4-6 AP, AERT, AEOs and members of the Aboriginal community	Global Budget
4.2	<ul style="list-style-type: none"> Continue developing and implementing a comprehensive plan for implementation the 2010 Aboriginal and Training Policy 	<ul style="list-style-type: none"> Increased number of parents and teachers supporting the implementation 	5	✓	✓	✓	Principal, Aboriginal Education Team, Regional Aboriginal Team	TPL funding
4.3	<ul style="list-style-type: none"> Continue an Adult Tutors Program to assist parents to help their children at home 	<ul style="list-style-type: none"> Increased parent participation in student learning 	3	✓	✓	✓	DP and Interagency Support	\$1700 Engaging Aboriginal Parents funding
4.4	<ul style="list-style-type: none"> Ensure that all Aboriginal students and targeted students have Personalised Learning Programs. To make time available for staff to be able to develop these as accurate working documents and to professionally develop staff in their use. 	<ul style="list-style-type: none"> Increased number of personalised learning plans developed to strengthen the results and engagement of Aboriginal students Increased use of plans by staff as working documents. 	2	✓	✓	✓	School Executive and all classroom teachers	\$6000 PSP funding
4.5	<ul style="list-style-type: none"> Incorporate the AECG into consultancy processes for school planning and programming. 	<ul style="list-style-type: none"> AECG being an active contributor to the planning and programming at the school. 	6	✓	✓	✓	Principal and Aboriginal Education Team	Global Budget

5.0 School Identified Priority Area: Teacher Quality

Intended Outcome/s:

1. Strengthening teacher capacity to improve student learning outcomes
2. Enhancing school leadership capacity for school improvement

Target/s:

- To integrate into teachers Professional Learning Plans - Literacy, Numeracy and Quality Teaching

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
5.1	<ul style="list-style-type: none"> Using Teacher Professional Journals to align student learning and teacher learning by utilising a range of learning strategies and assessment tools to improve student outcomes 	<ul style="list-style-type: none"> Teachers reflecting on successful teaching strategies used to improve student outcomes 	2	✓	✓	✓	Principal, DP, APs and HTs	CAP funding
5.2	<ul style="list-style-type: none"> Utilising the NAPLAN teaching strategies to improve the implementation of the Quality Teaching Framework 	<ul style="list-style-type: none"> Evidence of the Quality Teaching Framework in 100% of teaching programs Professional development of all staff in using 	2	✓	✓	✓	HTs, APs and classroom teachers	TPL funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
		NAPLAN strategies						
5.3	<ul style="list-style-type: none"> Encourage Professional Learning for staff in the use of learning experiences for all students to improve learning outcomes 	<ul style="list-style-type: none"> Evidence of differentiated learning activities in all teaching programs STLA assistance to staff 	2	✓	✓	✓	Principal, Executive and Regional consultancy	TPL funding
5.4	<ul style="list-style-type: none"> Support Professional Learning programs to support career development. 	<ul style="list-style-type: none"> Teachers and school leaders actively seeking accreditation with the Institute of Teachers 	2	✓	✓	✓	Principal, Executive and Regional consultancy	TPL funding
5.5	<ul style="list-style-type: none"> Use Teacher Professional Learning policy to ensure teachers meet and maintain NSW Institute of Teachers accreditation 	<ul style="list-style-type: none"> Increased number of teachers supported through professional growth programs and mentoring 	2	✓	✓	✓	Principal and Deputy Principal	TPL funding
5.6	<ul style="list-style-type: none"> Facilitating collegial dialogue to establish a professional learning community 	<ul style="list-style-type: none"> Teachers sharing expertise and visiting colleague's classrooms Collaboration and communication 	2	✓	✓	✓	Principal and DP	TPL funding
5.7	<ul style="list-style-type: none"> Utilize an experienced executive team member to provide NSTs with ongoing supervision and support to assist their professional development and attainment of NSWIT accreditation. 	<ul style="list-style-type: none"> Action plan developed and implemented to support NST and professional learning 	2	✓	✓	✓	Principal HT Maths	0.2 Classroom Teacher (National Partnership Funding)
5.8	<ul style="list-style-type: none"> Continue with quality professional learning for the executive team to support ongoing professional learning and performance management by participating in the Team Leadership Course 	<ul style="list-style-type: none"> Action plan to developed and implemented in the best practice of performance management and professional learning 	2	✓	✓	✓	Executive Team	\$6000 (National Partnership Funding)
5.9	<ul style="list-style-type: none"> Further develop teacher networks with Western Access Schools to share expertise in supporting student Literacy and Numeracy. 	<ul style="list-style-type: none"> Networks established to support explicit teaching using the Quality Teaching Framework. 	6	✓	✓	✓	All Staff	PSP Global Budget
5.10	<ul style="list-style-type: none"> Joining with other schools to create a Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support 	<ul style="list-style-type: none"> Structured in-school leadership programs established Evidence in class programs that 	1, 2, 4, and 5	✓	✓	✓	Regional Coordinator	\$14810 National Partnership Funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	induction of early career teachers and co-ordinate Professional Learning networks	programming has been informed by student learning data ➤ Staff utilise networks beyond their own school and beyond their own learning community to support teacher Professional Learning.					Principal	
5.11	<ul style="list-style-type: none"> Further development of staff in discipline strategies to use fair and consistent approaches to class management 	➤ Consistent approach with less students on RISC	1	✓	✓	✓	All Staff	TPL funding
5.12	<ul style="list-style-type: none"> Continuance of Professional Learning by Head Teachers for staff in use of NAPLAN strategies in developing teaching programs and provision of professional learning courses. PL by SDO in SMART data analysis and interpretation to class practice. 	➤ Have 100% of staff using at an independent level NAPLAN strategies in teaching programs as evidenced by teaching programs.	3,4,5	✓	✓	✓	HT All Staff	Global Budget

6.0 School Identified Priority Area: Connected Learning

Intended Outcome/s:

1. Improving access to ICT through school infrastructure and professional learning.
2. Utilising interactive technologies for learning, teaching and professional learning
3. Broadening curriculum options for all students

Target/s:

- To develop an integration of Technology into programming, teaching and learning by 100% of the staff by 2014
- Utilise technology in learning at a level higher than current practice using higher order processes and programs

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
6.1	<ul style="list-style-type: none"> Designing and delivering professional learning in Interactive Whiteboards to skill teachers in the 	➤ All teachers accessing professional learning in the use of Interactive Whiteboards and a bank	3	✓	✓	✓	Principal regional ICT team	TPL funding Global Budget DER funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	best practice using IWBs for teaching and learning. Continue to use Connected Learning Coach (Pam Davis) and Tech Support (Ron Payne) for Professional learning for staff in Smartboard and DER laptops <ul style="list-style-type: none"> Continual upgrade and maintenance of hardware so best practice using IWBs can be demonstrated. 	of quality teaching and learning resources <ul style="list-style-type: none"> All staff are demonstrating Interactive Whiteboard teaching strategies in teaching programs as evidenced in program supervision as evidenced in program planning and lesson delivery 					Technology Committee	DEC funding
6.2	<ul style="list-style-type: none"> Implementing effective use of connected classrooms to increase curriculum options for all students 	<ul style="list-style-type: none"> Improved student engagement in learning through video-conferencing and Interactive Whiteboards All teachers accessing professional learning in the use of connected classrooms. 	3	✓	✓	✓	Principal Executive Technology Committee	DER funding DEC funding
6.3	<ul style="list-style-type: none"> Employing 0.3 paraprofessional to facilitate improved teaching and learning using technology and connected learning Paraprofessional to facilitate access to digital resources across the school eg online reporting 	<ul style="list-style-type: none"> Action plan developed and implemented to facilitate connected learning to improve student learning in all KLAs. Teachers are able to use digital resources for administration and teaching activities. 	3	✓	✓	✓	Principal	0.3 Paraprofessional National Partnership Funding
6.4	<ul style="list-style-type: none"> Joining with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom 	<ul style="list-style-type: none"> Classroom programs indicate teaching strategies which make appropriate use of technology Observation of classroom practice indicates more effective usage of 	1	✓	✓	✓	Regional Coordinator Principal	\$10502 National Partnership Funding
6.5	<ul style="list-style-type: none"> Providing quality professional learning for teachers to support implementation of DER laptops in Stage 5. Development of DER laptop strategies in classrooms and management in classrooms 	<ul style="list-style-type: none"> Improved student engagement in learning through DER laptops and Interactive Whiteboards Increase in the numbers of staff using DER laptops and resources. 	4	✓	✓	✓	DP DER TSO	\$3873 L4L funding

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
6.6	<ul style="list-style-type: none"> Acquisition and professional development in use of hardware for technology eg senteo response units, digital document presenter, multimedia devices, tablet technology Develop further wireless access points for teachers and student use. Supply computers to areas of need eg Gunningbar Room Staff have professional learning in the use of hardware deployed within the school Professional development on software such as Blogs, Wikis and Moodle 	<ul style="list-style-type: none"> Purchase of equipment needed for staff to fully utilise ICT. Teachers more competent in use on technology and are integrating technology more into teaching programs Staff using software and comfortable in using the software. 	2	✓	✓	✓	Principal DP IMSO Technology Committee	Global Budget 0.1 Paraprofessional National Partnership Funding TPL funds

7.0 School Identified Priority Area: Discipline and Welfare

Intended Outcome/s:

- Professional learning needs of all staff and the priorities of the school management plan reflected upon.
- The role of the Executive clarified in the context of the whole school management and Welfare System
- Student Welfare Policy reviewed within the context of the implementation of Positive Behaviour and Learning (PBL) and state policies and guidelines.
- Individual reviews of students requiring complex case management conducted
- Warren Executive Team review the processes for leadership and management of the school learning support officers.
- Warren Executive Team Review the current use of Integration Funding Support in line with State Integration Funding Support Guidelines
- Revising and formalising processes for the transition of students with high and complex needs.

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
7.1	<ul style="list-style-type: none"> • Continue training for executive on Team Leadership individual planning and programming • Developing and implementing processes for monitoring and tracking the implementation and updating of mandatory training of all staff; • Identifying professional learning and support needs of teaching and support staff • Consulting with regional office staff regarding targeted professional learning to assist individual staff with students with complex needs and challenging behaviours. 	<ul style="list-style-type: none"> ➤ Team Leadership Facilitators to liaise with Principal to present Course to Executive and develop Action Research Project – Positive Behaviour Learning. ➤ Training occurs as indicated in Professional Learning calendar ➤ Data base reviewed and updated as kept on SASS computer ➤ Regional staff attend PL planning meetings and provide input in to opportunities for staff support 	3,5	✓	✓	✓	SASS/Principal	TPL funding
7.2	<ul style="list-style-type: none"> • Gathering and analysing information about the current roles of the executive. 	<ul style="list-style-type: none"> ➤ Survey of Executive for current roles in and responsibilities and roles in school management as well as School Welfare System 	2,3, 5	✓			Deputy Principal/AP Support	Global Budget TPL funds

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
	<ul style="list-style-type: none"> Identifying the key roles and responsibilities of the Executive in relation to the leadership and management of the School Welfare System and whole school management responsibilities; Developing and formally documenting a statement of the roles and responsibilities of the Executive Training staff through Professional Learning to develop Access Requests Requesting support from Regional Office staff to advise on essential resources to meet the Welfare needs of students in. 	<ul style="list-style-type: none"> Roles and Responsibility statements formalised Staff can operate Access requests when required. Regional Office Staff developing programs for students at risk, or students with particular welfare needs. 		✓			Principal Deputy Principal	
7.3	<ul style="list-style-type: none"> Investigating the effectiveness of the current student welfare procedures for students with disabilities, particularly autism and challenging behaviours; Investigating the options for provision of space and staffing for an appropriate area within the school for learning and calming; Communicating to staff and parents the DEC Suspension Policy and its application at Warren Central School; Documenting revised structures and processes in the school Student Welfare Policy; and Developing a shared understanding of the processes for removing students from classrooms who were posing a risk to the safety of themselves and others. Involving parents in behaviour management at early stages of negative behaviour 	<ul style="list-style-type: none"> Informed decisions made on the basis of Survey of staff, parents and students to as to effectiveness of the current system.. Increased use of the Gunningbar Room as an area for calming and learning. Staff Professional Learning in and understanding of DEC Suspension Policy and its application to Warren Central School Information night, letters, Newsletters and School Web site to inform parents of the DEC Suspension Policy and its application at Warren Central School Consistent processes by whole staff developed, flow charts and documented details for all staff to follow on removal of students from classrooms who were posing a risk to the safety of themselves and others . Parents willing to support school and student by being available to attend school to assist with their child/children 	3,4,5,6	✓	✓	✓	Principal Deputy Principal Executive All Staff	Global Budget and TPL funds

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
7.4	<ul style="list-style-type: none"> Identifying staff to lead complex case management of students and identify and access appropriate training to support them in this role; Accessing Regional support for the review of students with high and complex needs; Continue collecting and analysing data about student learning and behaviour management; Reviewing risk assessment and behaviour management planning for each student using the steps outlined in the DEC resource <i>Management Guidelines for Safe Working and Learning and Keeping Safe- A Risk Management Approach to Challenging Behaviours</i>, revising individual learning support plans and individualised programs; Involving other agencies as required; 	<ul style="list-style-type: none"> Learning Support Team to identify staff members. These staff members are to be appropriately trained in the leading of complex case management of students. Regional support accessed. Use of the RISC system and all staff having been trained in its use. Risk Assessments for each identified student developed , revising individual learning support plans and individualised programs and behaviour plans developed. Staff had full understanding of using the steps outlined in the DEC resource <i>Management Guidelines for Safe Working and Learning and Keeping Safe- A Risk Management Approach to Challenging Behaviours</i>. Staff and LST have greater understanding of the other agencies involved in student welfare. 	3,4,5	✓	✓	✓	Principal Deputy Principal Executive LST All Staff	Global Budget and TPL funds
7.5	<ul style="list-style-type: none"> Gathering and analysing information about the professional learning and support needs of the school learning support officers; Developing and implementing a plan to address the specific needs of the SLSOs; Arranging for regular meetings of the SLSOs with a member of the executive; Implementing a strategy to ensure that the SLSOs and staff are fully aware of the role of the SLSOs and their particular responsibilities within the school; 	<ul style="list-style-type: none"> Survey and data collected from Learning Support Officers to develop a plan to support their professional learning and support needs Regular meetings held between Executive Staff and SLSOs Development of role statements for SLSOs which are communicated to all staff 	3,4,5	✓	✓	✓	Principal Deputy Principal Executive	Global Budget Integration funds and TPL funds

Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
7.6	<ul style="list-style-type: none"> Gathering and analysing information about the current roles and responsibilities of executive, Learning Support Team, teaching and administrative staff in the management of Funding Support; Revising/Reviewing the current management procedures for Integration Funding Support; Establishing processes that allow more flexibility for release time for staff for planning and programming for students supported through Integration Funding Support; 	<ul style="list-style-type: none"> Development of Roles and Responsibilities statements of executive, Learning Support Team, teaching and administrative staff in the management of Funding Support resulting from an evaluation of the current procedures. Release time made available when suitable time is requested. 	3,4,5	✓	✓	✓	Principal Deputy Principal Executive	Global Budget and TPL funds
7.7	<ul style="list-style-type: none"> Develop an Induction package for new teachers, guests, casuals Develop a process to induct new staff 	<ul style="list-style-type: none"> Induction pack developed and in use by staff Process developed for induction of new staff 	1,2,3	✓	✓	✓	Principal DP IMSO	Global Budget
7.8	<ul style="list-style-type: none"> Evaluate staff welfare and procedures with the idea of developing a policies and procedure guidelines in accordance with the DEC 	<ul style="list-style-type: none"> Staff welfare policy and procedure developed by all staff 	1,5	✓	✓	✓	Principal DP Staff Welfare Committee	Global Budget

GLOSSARY

Intended Outcomes

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing Literacy and Numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. *Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012*

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to **observe** or **measure**, if the strategies are working as expected.

Funding Codes

Colour (taken from the Palette in Word)	Funding Source
Red	Low SES National Partnership e.g. employ DP
Black	Global Budget e.g. purchase resource
Blue	CAP e.g. employ teacher
Green	PSP & PAS e.g. employ TA
Purple	Professional Learning e.g. attendance at R2L
Orange	Aboriginal Education e.g. \$2500 SiP employ SLSO
Dark Red	Other e.g. \$1000 Community Grant