

BRUNGLE PUBLIC SCHOOL PLAN 2014

SCHOOL CONTEXT

Brungle Public School is in the Eastern Riverina twenty two kilometres east of Gundagai. The school has great facilities. The school provides quality education for its students comprising of 5 families with 9 students enrolled at the commencement of 2014. There is a high mobility factor amongst the student/community population which makes future planning and continuity of education an issue for the school. The school structure for 2014 consists of one K – 6 class with team teaching to allow for individual and small group instruction. Extra funding sources have allowed us to employ three part time teachers this year. A Senior School Administrative Manager is employed three days a week. The school plays a key role in the operation of the Brungle Aboriginal Environmental Education Centre, which is the only Environmental Education Centre in the state. The Teaching Principal combines the roles of teaching the K - 6 class in the school, co-ordinating the Education Centre and running the school.

SCHOOL IDENTIFIED PRIORITY AREA/S

INTENDED OUTCOME/S

- Literacy
- Numeracy
- Community Engagement
- Aboriginal Education Environmental Centre

- Increased levels of achievement for all students in Reading
- Increased levels of achievement for all students in Numeracy
- Increased levels of self-esteem and confidence amongst all students.
- Increased community involvement in the education of the children

TARGET/S

- All students will achieve an individual improvement over a school year and this will be assessed by reading and spelling diagnostic assessment.
- All children will move one year level on the literacy continuum
- All students will achieve an individual improvement over a school year and this will be assessed in numeracy based on SENA, TEN and TOWN diagnostic assessments.
- All children will move one year level on the numeracy continuum
- More than half of parents/ carers actively involved in students learning and an increase in the number of community member attending school functions.
- Increase the number of schools attending the Education Centre

J.M. Rawlston





J.V. Lawrence

PRINCIPAL'S SIGNATURE

DOPS ENDORSEMENT

DATE

24.2.2014

SCHOOL IDENTIFIED PRIORITY: LITERACY							
OUTCOME/S	TARGET/S	STRATEGIES		TIMEFRAME	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> Improve student outcomes in reading for meaning and reading fluency. Improve student outcomes in writing including spelling, grammar and punctuation. 	<ul style="list-style-type: none"> All students will achieve an individual improvement over a school year and this will be assessed by reading and spelling diagnostic assessment. All children will move one year level on the literacy continuum 	<p>Employ additional teaching staff to lower teacher: student ratios in Literacy and provide specific targeted support to individuals/small groups as identified through results/data analysis.</p> <p>Purchase appropriate reading books in both fiction and non-fiction</p> <p>Explicit teaching in how to respond to texts, in particular those with inferred meaning and increased content demands, themes and issues.</p> <p>Provide TPL in the new Australian Curriculum and the new NSW English syllabus K-6.</p>		2014    	Principal Principal Principal / Pt Time teaching Staff	1	LOW SES RAM Funding \$30 000
<p>INDICATORS: Teachers can identify where students are on Literacy continuum and differentiate curriculum and use extra staffing allocation to target students requiring support in class. Increased student learning as a result. Students respond in more depth and length to demonstrate skills and knowledge of text comprehension & aspects of writing (text structure, punctuation, grammar, and spelling). Resource books purchased as required</p>		<p>MEASURED/MONITORED BY: Weekly/fortnightly assessment of each student, anecdotal records</p>					

SCHOOL IDENTIFIED PRIORITY: NUMERACY

Improve student achievement in all areas of Mathematics by focussing on *Whole Number* and *Working Mathematically* concepts.

TARGET/S

- All students will achieve an individual improvement over a school year and this will be assessed by SENA, TEN & TOWN diagnostic assessment.
- All children will move one year level on the numeracy continuum

OUTCOME/S	TARGET/S	STRATEGIES	TIMEFRAME	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Employ additional teaching staff to lower teacher: student ratios in Numeracy and provide specific targeted support to individuals/small groups as identified through results/data analysis.</p> <p>Continue to implement Targeted Early Numeracy (TEN) program K-2 and TOWN strategies to provide increased hands-on learning opportunities and intervention for all students in the classroom. Mental strategies specifically taught during numeracy.</p> <p>Continue to utilise 'Mathletics' program in the school to engage students in working mathematically to achieve syllabus outcomes.</p> <p>Home learning activities devised to match/reflect in-class learning for each student.</p>			<p>2014</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Principal</p>	<p>1</p> <p>4</p>	<p>LOW SES RAM/Equity Funding \$30 000</p>
<p>INDICATORS</p>						
<p>Increased emphasis on Working Mathematically and Early Arithmetic Strategies (EAS) through daily short sharp frequent tasks/ mental activities.</p> <p>Mathletics Program accessed at school and home as appropriate</p> <p>Improved Student Numeracy results especially in working mathematically.</p> <p>MEASURED/MONITORED BY:</p> <p>Daily thinking mathematically activities to begin numeracy lessons</p> <p>Newman's analysis used to determine where problems are when appropriate.</p>						

SCHOOL IDENTIFIED PRIORITY: COMMUNITY ENGAGEMENT

- OUTCOME/S**
- Increased community involvement in the education of the children
- TARGET/S**
- More than half of parents/ carers actively involved in students learning and an increase in the number of community member attending school functions.

STRATEGIES		TIMEFRAME	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Community members invited to school events</p> <p>Different groups within the community approached to work with the school to deliver enhanced learning opportunities to all students.</p> <p>Redevelop personalised learning plans in consultation with the parent community</p>		<p>2014</p> <p>✓</p> <p>✓</p> <p>✓</p>	Principal	5 & 6	Equity Funding \$5000
<p>INDICATORS</p> <p>Increased number of community members attending school events.</p> <p>Community members/ groups sharing their skills with the students</p> <p>All students have established personal learning plans.</p>		<p>MEASURED/MONITORED BY:</p> <p>Attendance records at community events being kept</p> <p>Community Groups/members assisting in student learning</p> <p>Personal learning plans in evidence</p>			

SCHOOL IDENTIFIED PRIORITY: ABORIGINAL EDUCATION ENVIRONMENT CENTRE

OUTCOME/S

- Schools visiting the Aboriginal Education Environment Centre.

TARGET/S

- An increase in the number of schools visiting the centre for Aboriginal Cultural Activities

STRATEGIES	TIMEFRAME	RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>Aboriginal Education Environment Centre advertised in School Biz as a cultural excursion for school groups to visit.</p> <p>National Parks Discovery Rangers engaged to provide professional learning for new school staff and to assist with the day visits.</p> <p>Local Wiradjuri Elders engaged to assist in providing the cultural experience</p>	<p>2014</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Principal</p>	<p>3 & 4</p>	<p>Equity Funding \$10 000</p>
<p>INDICATORS</p> <p>Schools visiting the Aboriginal Education Environment Centre for cultural days</p>	<p>MEASURED/MONITORED BY:</p> <p>Principal, number of visits conducted</p>			