

BRUNGLE PUBLIC SCHOOL PLAN 2012 -2014

BRUNGLE ABORIGINAL ENVIRONMENTAL EDUCATION CENTRE

SCHOOL CONTEXT

Brungle Public School is in the Eastern Riverina twenty two kilometres east of Gundagai. The school has good facilities and recent improvements, include a COLA, Science building and tennis court upgrade as well as a library upgrade, new infants classroom, kindergarten /learning support infrastructure upgrade and a complete administration building. For the first time we have a principal's office, staffroom and a sick bay. The school continues to provide quality education for its students. The school comprising 12 families with 26 students enrolled for 2012.

There is a high mobility factor amongst the student population which makes future planning and continuity of education an issue for the school.

The school structure consists of infant and primary multi-grade classes with two fulltime and one permanent part time teacher. A Senior School Administrative Manager is employed five days a fortnight. The school plays a key role in the operation of the Brungle Aboriginal Environmental Education Centre. The Teaching Principal combines the roles of teaching the primary classes in the school, co-ordinating the Education Centre and running the school.

The principal has been the P5 Principal at the school since the end of 2000. During 2001 the principal initiated the "Learnscape" project which has led to the school becoming one of the leading schools in Aboriginal Education in the state.



As of 2012 Brungle Public School will be on the National Partnerships: Low Socio Economic Program. Strategies for improving outcomes in association with National Partnerships are typed in blue.

Country Areas Programs are Typed in green.

Priority School Programs are typed in orange.

SCHOOL IDENTIFIED PRIORITY AREA/S	<ul style="list-style-type: none"> • Literacy 	<ul style="list-style-type: none"> • Numeracy 	<ul style="list-style-type: none"> • Technology
	<ul style="list-style-type: none"> • Equity and Engagement 	<ul style="list-style-type: none"> • Aboriginal Environmental Education Centre 	

INTENDED OUTCOME/S

Increased quality teaching and learning practices within an enhanced digital teaching and learning environment.
 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.
 Targeted professional development provided for all staff.
 Increased community involvement in the education of the children

PRINCIPAL'S SIGNATURE <i>Geoff Naylor</i>	SED ENDORSEMENT	21/10/11
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SCHOOL IDENTIFIED PRIORITY	<ul style="list-style-type: none"> • Literacy
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OUTCOME/S	<p>Improve student achievement in reading for meaning and reading fluency. Improve student achievement in writing including spelling, grammar and punctuation. Quality Teaching will be consistent and strategic in classroom Literacy teaching.</p>	TARGET/S	<ul style="list-style-type: none"> • 80% of students achieve stage based outcomes in oral reading, reading comprehension and writing. • All students will achieve an individual improvement over a school year and this will be assessed by reading and spelling diagnostic assessment. Minimal acceptable growth is 12 months. • All children will move two steps on the literacy continuum
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STRATEGIES	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET
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Whole staff training for teachers analysing and using NAPLAN data.	Staff engages in professional learning (NP reform 1-5)	12	13	14	Regional Consultants	Staff meetings
District consultative support given in Literacy and Numeracy identified areas of development.	District Consultative team assist with the provision of identified areas of needed TPL. (NP reform 1245)	✓	✓	✓	Staff	2 days TPL school funds
Greater emphasis on addressing the <i>learning to</i> and <i>learning about</i> outcomes associated with reading. In particular, an explicit focus on RS1.5-3.5, RS1.6-3.6 and RS1.7-3.7 and utilising the teaching strategies in SMART data.	Teaching practices in reading examined and improved with a greater emphasis on inferred meaning.	✓	✓	✓	Staff Principal Consultant	Staff meetings/ development day
Implement home reading program, undertake Premiers Reading Challenge, Poetry Competitions and promote our Library Information Centre along with Gifted and Talented children's program	Centre promoted, challenge undertaken.	✓	✓	✓	Mrs Horst-Staff	CAP 4 days over the year \$1400 plus PSP funds \$2800 (8 days)
Purchase appropriate reading books in both fiction and non-fiction	Books purchased					\$2500
Build capacity of K-2 students in areas identified through reading trend data analysis.	Develop an understanding for students in how to interpret and respond with clarity and confidence.	✓	✓	✓	Staff	Staff Meetings- Development Days
Explicit teaching in how to respond to texts, in particular those with inferred meaning and increased content demands, themes and issues. Staff PL in Super 6 meta strategies for comprehension to improve the understanding of content read. Reform 4.	Develop student's capacity to write with both more depth and length to ensure they are demonstrating their skills and knowledge of text structures with correct punctuation, grammar and spelling. Improvement in writing strategies	✓	✓	✓	Staff	Staff Meetings- Development Days
Employment of additional teaching staff to lower teacher: student ratios in Literacy and Numeracy Groups and provide specific targeted support to individuals/small groups as identified through results/data analysis. Reform 1.	TPL in how to devise teaching strategies to enhance student outcomes in the identified areas. Continue Best Start initiatives.	✓	✓	✓	Staff/ Principal Consultants	National Partnership Staff Salaries- Total 0.36 semester one, 0.037 semester 2- Teachers-
	Teacher utilises PL in comprehension and writing to support explicit teaching strategies. Evidence of Quality Teaching principles reflected in both T/L programming and lesson delivery.	✓	✓	✓	Principal/Staff	Remainder of salaries from school funds. Extra Teaching and SLAO support staff-salaries from PSP (\$7800)and school funds
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<p>Review school's assessment program</p> <p>Planned use of PSP Staffing Differential This staffing differential will be used to target Kindergarten in the area of Literacy/Numeracy to ensure an improved start to their education.</p> <p>School supports the continuation the 'Brungle Burri Playgroup' and the 'Puggles' day care centre by. Funding utilities, OH&S, providing salaries for the playgroup. Building to infrastructure such as an outdoor play area. Helping with early learning intervention and transition to Kindergarten</p>	<p>New assessment scope and sequence developed.</p> <p>Improved literacy skills in the children over the year. All students will achieve the outcomes for early stage one.</p> <p>Support services continue to run. Outdoor play area constructed.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Staff</p> <p>Ms Sini</p> <p>Principal, Playgroup Staff, Parents, Puggle's staff</p>	<p>Development Day Staff Meeting</p> <p>PSP allocated staffing</p> <p>\$23000 Grant money –Salaries. \$2100 & \$2000 resources</p> <p>\$15000 State Government Grant Shade Sails and play equipment</p>
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SCHOOL IDENTIFIED PRIORITY		<ul style="list-style-type: none"> Numeracy 						
OUTCOME/S	<p>Improve student achievement in all areas of Mathematics by focussing on <i>Whole Number</i> and <i>Working Mathematically</i> concepts. Quality Teaching will be consistent and strategic in classroom Numeracy teaching.</p>		TARGET/S	<ul style="list-style-type: none"> 80% of students achieve stage based outcomes in all areas of Numeracy. All students will achieve an individual improvement over a school year and this will be assessed in numeracy based on SENNA diagnostic assessment. All children will move two steps on the numeracy continuum 				
	STRATEGIES			INDICATORS		TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET
<p>District Consultative team assist with the provision of identified areas of needed TPL.</p> <p>Teaching practices of numeracy need to be examined and improved with greater emphasis on <i>Working Mathematically</i>.</p> <p>The TEN program needs to be thoroughly implemented in K-3 classrooms thereby providing increased hands-on learning opportunities and then be supported by written component to assist students when completing NAPLAN in Year 3.</p> <p>To form additional student groupings in numeracy to deliver Maths lessons with smaller teacher: student ratios. (Support from PSP)</p>		<p>District consultative support given in Numeracy identified areas of development.</p> <p>TPL in the explicit understanding and implementation of the <i>Learning Framework in Number</i> via regional Mathematics Consultant Support.</p> <p>Increased emphasis on <i>Working Mathematically and TEN</i></p> <p>Increased mathematical outcomes for children</p>		12	13	14	Staff/ Consultants	2 days TPL school funds (\$700)
				✓	✓	✓		
				✓	✓	✓		
				✓	✓		Staff/ Principal	
				✓	✓	✓	Principal/Staff	

<p>A once-a-term evening information session is introduced where an overview of the units of work to be covered are discussed. Question and answer opportunities are given to clarify understanding. Follow up with information in the newsletter.</p>	<p>Opportunities for parents to be greater informed are created.</p>	✓	✓	✓	<p>Staff/Parents</p>	<p>Hospitality School funds \$280</p>
<p>Home learning activities devised to match/reflect in-class learning for each stage.</p>	<p>Weekly Maths homework reflects and compliments weekly classroom Maths lessons.</p>	✓	✓	✓	<p>Staff</p>	<p>Staff- Own time</p>
<p>Implement 'Mathletics' program in the school to engage students in working mathematically syllabus outcomes. Reform 4.</p>	<p>Program accessed at school and home as appropriate Improved Student Numeracy results especially in working mathematically.</p>	✓	✓	✓	<p>Staff/Principal/parents</p>	<p>\$800 National Partnership Seeding Grant Reform 4</p>

SCHOOL IDENTIFIED PRIORITY		• Technology					
OUTCOME/S	<p>Increased quality teaching and learning practices within an enhanced digital teaching and learning environment.</p> <p>Students have access to wide range of learning options through information and communication technologies.</p> <p>Access is provided to staff for professional learning in the use of Information Communication Technologies (ICT)</p> <p>Innovative use of interactive technology for teaching, learning and professional learning.</p>	TARGET/S	<p>Community of Schools program developed between Small schools using technology.</p> <p>Learning → Technology used extensively to enhance learning outcomes and student engagement.</p> <p>Teaching → Technology fully integrated into all lesson content.</p> <p>Classrooms upgraded as total interactive classrooms.</p>			RESPONSIBILITY	FUNDING SOURCE/BUDGET
	STRATEGIES		INDICATORS	12	13		
<ul style="list-style-type: none"> A specialist Science Teacher will be employed to run the “On Line Science Challenges’ in the primary class and Science Program ‘Science Alive’ School will coordinate across schools (small schools network) Video Conferencing work based on like units. Smart board in every room and a computer for every child to model integrated learning for students supporting 21st century learning strategies. Reform 3. 	<ul style="list-style-type: none"> Increased technology skills for staff and students. students’ work samples and teacher’s programs show evidence of learning utilising video conferencing between schools teachers using electronic whiteboards for planning and implementing lessons and 90% students achieve technology outcomes IWB equipment used effectively by all classes. 	✓	✓	✓	Ms Sini	CAP \$3480	
		✓			Principal /staff	CAP 4 casual days- \$1400	
		✓			Staff/children	\$1500 towards SMARTBoard from seeding grant. Reform 3.	
		✓				\$2800 school funds. 4 new computers	

<ul style="list-style-type: none"> Technology Audit undertaken, list prioritised for purchase. CAP district Initiative Staff utilise Connected Learning Advisory Services (CLAS) through DET Portal to evaluate personal ICT capabilities. Staff access and participation in TPL for innovative practice using technology. Webpage updated twice a term for information to community 	<ul style="list-style-type: none"> Plan prepared ,budget organized Staff place priorities in professional folder Courses undertaken to improve skills. Checked by SAM 	✓	✓	✓	Staff Staff Staff/ CAP consultants Miss Sini / SAM	2 days casual- \$700 Staff meeting 4 days- \$1400 4 days Over the year \$1400
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SCHOOL IDENTIFIED PRIORITY	<ul style="list-style-type: none"> Equity and Engagement
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OUTCOME/S	Increased outcomes for children and further consolidation of our community centre of learning.	TARGET/S	Encouraging and inviting parents/ carers and the wider school community towards greater involvement in student learning and achievement. Educating and facilitating these parties in strategies and tools to enable them to support student education. Develop children as future leaders.
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STRATEGIES	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE/BUDGET
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<p>Different groups within the community approached to work with the school to deliver enhanced learning opportunities to all students.</p> <p>Regular updates of school plan by all staff.</p> <p>Consult with focus groups consisting of staff, students, parents and community to determine the best way forward given the findings.</p> <p>Joining with other schools to create a Partnership Mentor position to provide school support for developing data analysis targets, co-ordinate professional learning networks for teachers to accessing regional learning networks external to the school. Reform 1</p>	<p>Senior citizens/grandparents approached to assist with reading groups/listening to student reading. Local sporting clubs utilised for community sport with local "experts" delivering hints and coaching.</p> <p>School Plan review incorporated into staff meetings once a term for teachers to discuss progress, review and make changes as needed.</p> <p>Regular focus group meetings and opportunities for others to contribute their ideas towards how student and staff performance is developed and enhanced. Collaborative and consultative leadership from the principal.</p> <p>Structured in-school leadership programs established</p> <p>Evidence in class programs that programming has been informed by student learning data</p> <p>Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.</p>	<p>12</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>13</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>14</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Principal, Staff, community,</p> <p>Staff / principal</p> <p>Whole school community</p> <p>Regional Coordinator Principal</p>	<p>School</p> <p>Staff meetings</p> <p>4 Planning sessions. Outside school hours. Hospitality \$320 School funds.</p> <p>\$1950 (National Partnership Funding) Reform 1</p>
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<p>Children from Brungle would attend the State wide Leaders conference. Wagga Wagga in 2012</p>	<p>Children attend conference and undertake leaders program.</p>	<p>✓</p>	<p>✓</p>		<p>Year 5/6 children Principal</p>	<p>\$181.50 CAP</p>
<p>Home , School & Community Partnerships P.S.P. Consultants will come to the school to provide courses for parents to help support their children at school. Funds will help pay for meals and some relief.</p>	<p>Increase of 10% of number of parents attending courses.</p>	<p>✓</p>			<p>PSP consultant Principal/ Parent Guardians.</p>	<p>One day release \$350 PSP</p>
<p>CAP will fund excursions to help children undertake excursions and camps.</p>	<p>Visits undertaken</p>	<p>✓</p>	<p>✓</p>			<p>\$1000 CAP Parents fund remainder</p>
<p>Redevelop personalised leaning plans and related procedures for all children.</p>	<p>A copy of new draft completed and trialled and then redeveloped</p>	<p>✓</p>	<p>✓</p>		<p>Staff/principal</p>	<p>School funds Staff meetings</p>

SCHOOL IDENTIFIED PRIORITY		<ul style="list-style-type: none"> Aboriginal Environmental Education Centre 					
OUTCOME/S	<p>Increased involvement of Aboriginal community members in the running and development of the education centre.</p> <p>Greater self esteem of Aboriginal children at the school.</p>	TARGET/S	<p>The school will continue to employ Aboriginal parents in the school and involve Aboriginal Elders and parents in the development of the Aboriginal programs which include the school grounds, Wiradjuri Language and the Brungle Aboriginal Environmental Education Centre</p> <p>Increase the number of schools attending the Education Centre</p>				
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Meeting held once a term with elders to discuss Aboriginal programs in the school and Education Centre		Meetings held	12 ✓	13 ✓	14 ✓	Principal/ Elders	School Funds – Hospitality
“LEARNSCAPE” Additions to centre undertaken from original plan.		Plans put in place. Additional activity areas started.	✓	✓	✓	Principal, children, parents,	Planning Day District Office Teacher Supplementati on (40 days)?
Partnership established with National Parks and Wildlife to help with Wiradjuri Language and Centre Development.		Increased involvement from NPWS.	✓			Principal/NPWS	DAA grant \$4200
Increase number of school visits by 15% through advertising.		Comparison made with previous years	✓			Principal	District Office Education Centre Teacher Supplementati on (80 days)?
Apply for Education Centre status through region.		Application made	✓			Principal	
Apply for extra funding through grants		Success with grants.	✓			Principal/Children	
Work and Liaise with REECE and participate in the “Climate Clever Kids” program.		Participation undertaken.	✓			Owen Dunlop. REECE. Principal	
Redevelop the School Native Nursery		Nursery started.	✓	✓		Principal/Children	

		SUMMARY OF TARGETS
SCHOOL IDENTIFIED PRIORITY AREA/S	LITERACY	80% of students achieve stage based outcomes in oral reading, reading comprehension and writing. All students will achieve an individual improvement of 20% in literacy based on diagnostic assessment
	NUMERACY	80% of students achieve stage based outcomes in all areas of Numeracy. All students will achieve an individual improvement of 20% in numeracy based on diagnostic assessment
	TECHNOLOGY	Community of Schools program developed between small schools using technology. Learning → Technology used extensively to enhance learning outcomes and student engagement. Teaching → Technology fully integrated into all lesson content.
	LITERACY NUMERACY EQUITY	Increased explicit reporting of student achievement, developing skills and assessment results. Diagnostic tools enriched to provide school data for small cohort other than NAPLAN.
	EQUITY AND ENGAGEMENT	Encouraging and inviting parents/ carers and the wider school community towards greater involvement in student learning and achievement. Educating and facilitating these parties in strategies and tools to enable them to support student education.
	EQUITY AND ENGAGEMENT ABORIGINAL	Increased involvement of Aboriginal community members in the running and development of the education centre