School Management Plan

Condobolin Public School

2013 – 2014
## Condobolin Public School

### School Management Plan – 2012 to 2014

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### School Context

Condobolin Public School is the only government primary school in the townships of Condobolin. It is considered to be a remote school and is located close to the geographic centre of New South Wales.

The school was reclassified as a PP4 school at the end of 2010, with a new principal beginning in 2011. Approximately half of our teaching staff is considered Early Career teachers. A number of temporary teachers have been employed to replace permanent staff that have taken on other duties in supporting programs within the school or to cover staff on leave for the past few years.

The school enrolments for 2012 numbered 273 at the start of the year, and were 270 at the mid-year census with a many families relocating out of Condobolin. We anticipate an enrolment in 2013 of about 275 students. Approximately 50% of our students identify as Aboriginal.

Condobolin Public School has attracted a variety of funding sources in addition to the annual Global funding allocation, including Priority Schools Funding, Schools in Partnership, Country Areas Program, National Partnerships on Low Socio-economic Communities and Norta Norta. In addition, our school was identified in 2011 as a focus school on Community Engagement as part of the “Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014”, and as a pilot school for “Wambinya” to address the needs of Aboriginal students in the early years. Much of the additional funding ceases within the next 2 – 6 months.

From the end of 2012, our school will be involved in “Early Action for Success”, with an Instructional Leader working with the teachers in K – 2 to strengthen literacy and numeracy programs in our school.
Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

Literacy
- Meet regional benchmark and NAPLAN averages in reading and writing by the end of 2014.

Numeracy
- Meet regional NAPLAN averages in numeracy by the end of 2014.

Aboriginal Education
- Improve Aboriginal students achievement in Literacy and Numeracy to meet or exceed results of non-Aboriginal students by the end of 2014.
- Increase involvement and empower the Aboriginal community by strengthening links with the school and other agencies by the end of 2014.
- Implement aspects of the Aboriginal and Torres Strait Islander Action Plan 2010 – 2014, particularly in the areas of Engagement and Connections, Attendance and Literacy and Numeracy by the end of 2014.

Engagement
- Increase student attendance to meet or exceed regional attendance rate by the end of 2014.
- Reduce long and short suspensions by at least 50% by the end of 2014.
- Increase to 100% the number of teachers who are able to differentiate curriculum to meet the learning needs of all students by the end of 2014.
- Develop stronger ties and increase consultation between community and the school by the end of 2014.
- Increase student participation in a variety of extension activities by the end of 2014, compared to 2011.

Capacity Building
- Embed increased staff involvement in school culture by taking on additional roles and responsibilities by the end of 2014.
- Embed increased student involvement in school culture through active leadership roles by the end of 2014.

Principal: Deborah Nay       Date: 14.11.2012
Endorsed by School Education Director (Relieving): David Lloyd Date: 14.12.2012
## School Identified Priority Area/s

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<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
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| **Literacy**                      | • Increase from 81% (Year 3) and 64% (Year 5) to a minimum of 87% (Year 3) and 80% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Writing when compared to the school mean (2009 – 2012).  
• Increase from 80% (Year 3) and 68% (Year 5) to a minimum of 85% (Year 3) and 80% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Reading when compared to the school mean (2009 – 2012). |
| **Numeracy**                      | • Increase from 76% (Year 3) and 80% (Year 5) to a minimum of 85% (Year 3) and 88% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Numeracy when compared to the school mean (2009 – 2012).  
• Increase from 26% (Year 3) and 19% (Year 5) to a minimum of 35% (Year 3) and 35% (Year 5) to achieve school mean (2010 – 2013) in the top three bands in NAPLAN in Numeracy in when compared to the school mean (2009 – 2012). |
| **Aboriginal Education**           | • To meet or exceed growth for Aboriginal students compared to non-Aboriginal students in NAPLAN and Best Start data in 2013.  
• Increase to 80% of Aboriginal parents actively involved in developing their child’s Personalised Learning Plans (PLPs).  
• Increase attendance of Aboriginal students by 20% compared to 2012 data.  
• Increase from 20% to 100% staff knowledge of local Aboriginal culture as measured by completion of specific cultural training. |
| **Engagement**                    | • Reduce the number of days lost to suspension by 20% compared to 2012 data.  
• Increase attendance from 90.51% in 2012 to 92% in 2013.  
• Increase student engagement in ICT learning opportunities by 20% as evidenced by survey in 2012 and again in October 2013.  
• Increase student engagement through curriculum differentiation as evidenced by clear articulation of methodology of differentiation embedded in literacy and numeracy programming from minimal evidence 2011 to explicit evidence of reasonable adjustments in 2013.  
• Increase community involvement in the school evaluation and school planning processes from minimal participation in 2011 to progressively greater involvement and alignment of key agencies in 2013.  
• That by the end of 2013 there is a K-12 shared understanding of the need for consistency in welfare and discipline practices underpinned by shared PBL principles. |
| **Capacity Building**             | • By the end of 2013, all executive staff have clearly defined role statements and authentic operational documents that articulate their leadership against school priorities in the school management plan and are monitored regularly.  
• By the end of 2012 all staff will have identified and fulfilled their negotiated key roles and responsibilities.  
• To increase confidence and involvement in student leadership in SRC, Peer Support & Captaincy by the end of 2013. |
## School Identified Priority Area 1: Literacy

**Intended Outcome/s:** Meet regional benchmark and NAPLAN averages in reading and writing by the end of 2014.

**Target/s:**

1. Increase from 81% (Year 3) and 64% (Year 5) to a minimum of 87% (Year 3) and 80% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Writing when compared to the school mean (2009 – 2012).

2. Increase from 80% (Year 3) and 68% (Year 5) to a minimum of 85% (Year 3) and 80% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Reading when compared to the school mean (2009 – 2012).

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| 1.1    | Undertake a writing benchmark task early Term 1 as pre-test and late Term 3 as post-test to evaluate student progress in Writing. Pre-test tasks to be used to identify areas of need based on criterion-based marking rubric as used in NAPLAN. Use rubrics to provide consistency of teacher judgement and drive teaching an learning programs. | • Writing tasks completed in Term 3 demonstrate improved skills compared to those displayed in the Term 1 task.  
• Teaching programs show evidence of planning for improved writing skills based on needs identified through initial writing task. | X X | Principal AP CT |
| 1.1/1.2| Teachers in Stages 1 – 3 utilise the Reading to Learn (R2L) teaching cycle when planning and teaching reading and writing. | • Teachers programs indicate use of appropriate resources in the R2L teaching cycles in literacy.  
• Improved NAPLAN Reading and Writing results | X X X | Principal AP CT |
| 1.2    | Train 2 - 4 staff members in R2L and employ identified staff to model, plan and team-teach with staff in stages on R2L focusing on comprehension, writing, and grammar and punctuation. | • All Stage 1 – 3 teachers show evidence of identifying a focus and planning R2L lessons to address needs in teaching programs.  
• Improved literacy outcomes | X | Principal AP CT |
| 1.2    | Train 2 kindergarten teachers in Language, Learning and Literacy (L3) for implementation in kindergarten literacy lessons. | • Improvement shown in Best Start data, particularly in the areas of comprehension and vocabulary. | X X | Instructional Leader |
| 1.1/1.2| Utilising Best Start data to identify areas of need in literacy, plan appropriate teaching and learning activities and measure growth. | • All K-2 students plotted on the Best Start learning continuum.  
• Improvement shown in reading benchmarks. | | Instructional Leader |
| 1.1/1.2| Purchase additional teacher and SLSO (MultiLit) to support students at risk of not achieving the National Minimum Standard(NMS) in Reading and Writing and in Best Start data. | • Improvement shown in reading benchmarks.  
• Improved NAPLAN results. | 3, 4, 5 | Principal STLA |

**Equity Resource Allocation & Funding Source**

- Low SES: $45,731 SLSO  
- $87,147 CRT  
- $20,000 SLSO  
- EAS: $12,000 SLSO
School Identified Priority Area 2: Numeracy

**Intended Outcome/s:**  Meet regional NAPLAN averages in numeracy by the end of 2014.

**Target/s:**

1. Increase from 76% (Year 3) and 80% (Year 5) to a minimum of 85% (Year 3) and 88% (Year 5) students achieving school mean (2010 – 2013) at or above National Minimum Standard (NMS) in NAPLAN Numeracy when compared to the school mean (2009 – 2012).

2. Increase from 26% (Year 3) and 19% (Year 5) to a minimum of 35% (Year 3) and 35% (Year 5) to achieve school mean (2010 – 2013) in the top three bands in NAPLAN in Numeracy when compared to the school mean (2009 – 2012).

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| 2.1/2  | Utilising SENA / Best Start data to identify areas of need in numeracy, plan appropriate teaching and learning activities and measure growth. | • All K-2 students plotted on the Best Start learning continuum.  
• Improved results in post-tests. | 2, 4, 5 | X X X | Instructional Leader CT | Low SES see Literacy CRT |
| 2.1    | Purchase additional teacher to support students at risk of not achieving the National Minimum Standard (NMS) in Numeracy. | • Growth results in NAPLAN Numeracy at or above regional average.  
• Percentage of students (mean 2009 – 2012) achieving at or above NMS compared. | 3, 4, 5 | X | Principal | Low SES $16,651 TPL $5,440 |
| 2.2    | Provide teacher professional learning in Number through involvement in the Regional Maths Matters (Phase 4) program to develop deeper understanding of Assessment of learning, and for learning. | • Improved numeracy results.  
• Teacher programs show evidence of programming to meet needs of students as determined through assessment. |  | X X | Principal AP CT | Low SES See 2.2 above |
| 2.1/2  | Consistent implementation across the school of the Mathematics Scope and Sequence. Realigning with Australian Curriculum by end of 2014. | • Evidence of teaching programs aligning with scope and sequence.  
• Increase in student growth in NAPLAN results. |  | X X X | Principal AP | Low SES See 2.2 above |
## School Identified Priority Area 3: Aboriginal Education

**Intended Outcome/s:** Improve Aboriginal students achievement in Literacy and Numeracy to meet or exceed results of non-Aboriginal students by the end of 2014. Increase involvement and empower the Aboriginal community by strengthening links with the school and other agencies. Implement aspects of the Aboriginal and Torres Strait Islander Action Plan 2010 – 2014, particularly in the areas of Engagement and Connections, Attendance and Literacy and Numeracy.

**Target/s:**

1. **3.1** To meet or exceed growth for Aboriginal students compared to non-Aboriginal students in NAPLAN and Best Start data in 2013.
2. **3.2** Increase to 80% of Aboriginal parents actively involved in developing their child’s Personalised Learning Plans (PLPs).
3. **3.3** Increase attendance of Aboriginal students by 20% compared to 2012 data.
4. **3.4** Increase from 20% to 100% staff knowledge of local Aboriginal culture as measured by completion of specific cultural training.

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<tr>
<td>3.1</td>
<td>Continue to employ SLSO in Term 1 to support targeted Year 1 students in 2013.</td>
<td>• Students show improved comprehension scores on Best Start continuum compared with 2012 data.</td>
<td></td>
<td>X</td>
<td>Principal</td>
<td>Wambinya $8,125</td>
</tr>
<tr>
<td>3.1</td>
<td>Employ tutors to support Aboriginal students in the classroom that are not meeting National Minimum Standard in literacy and numeracy.</td>
<td>• Improvement in reading levels, with comprehension. • Improvement shown in SENA testing and/or Newman’s Error Analysis in post-tests.</td>
<td></td>
<td>X</td>
<td>Principal</td>
<td>Norta Norta?</td>
</tr>
<tr>
<td>3.1</td>
<td>Strengthen programs to transition pre-school students into the formal school environment.</td>
<td>• Confidence of students in attending school as part of transition program, with readiness for school observed.</td>
<td></td>
<td>X X X</td>
<td>AP Transition Coor</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>IEPs for all Aboriginal students at risk of not achieving National Minimum Standard.</td>
<td>• IEPs in place and reviewed regularly.</td>
<td></td>
<td>X X X</td>
<td>AP CT</td>
<td></td>
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<tr>
<td>3.2</td>
<td>All students to complete PLP (front page), with assistance from teacher, AEO or SLSO as required. Classroom teacher to invite parents to a PLP meeting as part of three-way interviews to discuss goals for students.</td>
<td>• Increase in numbers of students completing PLPs. • Increase in number of parents and students attending three way interviews.</td>
<td></td>
<td>X X X</td>
<td>AP CT AEO</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>University of NSW ASPIRE team to visit with students K – 6 to build an understanding of future goals through planned activities.</td>
<td>• Percentage of students engaged in activities. • Percentage of students involved in discussion of alternate employment or goals for the future.</td>
<td></td>
<td>X</td>
<td>Principal AP CT</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Train staff to monitor students with attendance concerns and contact parents if the child has been absent 2 days without notification to the school.</td>
<td>• Record of phone / personal contact regarding attendance concerns.</td>
<td></td>
<td>X</td>
<td>Principal</td>
<td></td>
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<td>3.3</td>
<td>Referrals to TAP to support families when attendance is of concern.</td>
<td>• Improved attendance.</td>
<td></td>
<td>X</td>
<td>Principal AP</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Increase in absences being explained.</td>
<td></td>
<td></td>
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<tr>
<td>3.3</td>
<td><strong>Attendance Certificates</strong> to be presented to students for regular attendance each term. <strong>Special attendance certificates</strong> presented at the end of the year: perfect attendance (0 absences); outstanding attendance (1 – 2 absences) or terrific attendance (3 – 4 absences) each term.</td>
<td>• Improved attendance data.</td>
<td></td>
<td>X</td>
<td>AP SAO Attendance Mentor</td>
<td>Equity $1,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Referrals to TAP program.</td>
<td></td>
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<td></td>
<td></td>
<td>• Percentage of students receiving certificates increases throughout the year.</td>
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<tr>
<td></td>
<td></td>
<td>• Improved attendance.</td>
<td></td>
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<tr>
<td>3.3</td>
<td>Reports of attendance data provided at Aboriginal Education Consultative Group (AECG) meetings, with feedback / support sought from the elders and community on improving attendance.</td>
<td>• Attendance data presented at AECG meetings.</td>
<td>X</td>
<td>X</td>
<td>Principal AEO</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Improved student attendance.</td>
<td></td>
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<tr>
<td>3.4</td>
<td>All staff and students involved in cultural training by the end of 2013.</td>
<td>• Survey of staff indicates improved knowledge of local Aboriginal culture.</td>
<td>X</td>
<td></td>
<td>Principal AECG</td>
<td>TPL $5,000</td>
</tr>
<tr>
<td>3.4</td>
<td>As a focus school in &quot;Community Engagement&quot;, have four staff complete the “Connecting to Country” training in 2013.</td>
<td>• Rate of completion of training by staff.</td>
<td>X</td>
<td></td>
<td>Principal AETD funded</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Teachers include 8 Ways strategies in teaching and learning programs</td>
<td>• Students involved in culturally appropriate lessons that engage them.</td>
<td>X</td>
<td></td>
<td>Principal AP</td>
<td></td>
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School Identified Priority Area 4: Engagement

Intended Outcome/s: Increase student attendance to meet or exceed regional attendance rate by the end of 2014.
Reduce long and short suspensions by at least 50% by the end of 2014.
Increase to 100% the number of teachers who are able to differentiate curriculum to meet the learning needs of all students by the end of 2014.
Develop stronger ties and increase consultation between community and the school.

Target/s: 

4.1 Reduce the number of days lost to suspension by 20% compared to 2012 data.
4.2 Increase attendance from 90.51% in 2012 to 92% in 2013.
4.3 Increase student engagement in ICT learning opportunities by 20% as evidenced by survey in 2012 and again in October 2013. Survey around individual involvement in ICT.
4.4 Increase student engagement through curriculum differentiation as evidenced by clear articulation of methodology of differentiation embedded in literacy and numeracy programming from minimal evidence 2011 to explicit evidence of reasonable adjustments in 2013.
4.5 Increase community involvement in the school evaluation and school planning processes from minimal participation in 2011 to progressively greater involvement and alignment of key agencies in 2013.
4.6 That by the end of 2013 there is a K-12 shared understanding of the need for consistency in welfare and discipline practices underpinned by shared PBL principles.

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<tr>
<td>4.1</td>
<td>Learning Support Team facilitates access of support personnel and directions to establish support networks for families.</td>
<td>• Improved learning and behaviour outcomes for students.</td>
<td></td>
<td></td>
<td>Principal AP</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Continue the implementation of a consistent and systematic approach to positive behaviour by: 1. Implementing PBL and You Can Do It 2. Consistent application of the school behaviour system.</td>
<td>• Survey of students and staff indicates consistency in approach and implementation of PBL across the school and You Can Do It in classrooms. • Reduction in executive referrals and suspensions. • Increase in numbers of students involved in PBL reward days.</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>Principal AP CT</td>
</tr>
<tr>
<td>4.1</td>
<td>Additional executive release to allow executive staff to support positive behaviour management and quality teaching across the school.</td>
<td>• Staff survey indicates increased confidence in dealing with behaviour management. • Reduction in numbers of suspensions compared with 2012 data.</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>Principal</td>
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| 4.2    | Strengthen the school Attendance Plan with:  
1. “It’s Not Okay to be Away” program to reinforce positive attendance;  
2. Improve monitoring of absences through employment of Attendance Mentor.  
3. Attendance card – reward for meeting attendance goal of 90% each fortnight for students with identified attendance issues.  
4. Referral to HSLO / ASLO where attendance does not improve.  
5. Vary Term 3 Staff Development Day to fall on the Friday of the Condobolin Show. | ● Reduction in absences where students choose not to attend school.  
● Increase in attendance rates of students, particularly in Term 3.  
● Decrease in numbers of unexplained absences.  
- Reduction in absences where students choose not to attend school.  
- Increase in attendance rates of students, particularly in Term 3.  
- Decrease in numbers of unexplained absences. | X X | AP  
Principal CT | |
| 4.3    | Train a permanent staff member as technology coordinator. Provide training to at least another two staff members in basic ‘troubleshooting’ to assist the coordinator in identification of, solving ICT issues quickly. | ● Increased use of technology within the classroom compared with 2011.  
● Increased confidence and skill of staff in basic trouble-shooting ICT issues. | X | Principal  
Comp Coord | |
| 4.3    | Professional learning for all staff to enable them to utilise technology in the classroom and embed it into their teaching practice, with sharing of skills encouraged. | ● Record of equipment borrowing indicates use of ICT in the classrooms on a regular basis.  
● Use of ICT in addition to interactive whiteboards evident in classroom activities. | X | Principal  
CLC  
CT | |
| 4.3    | All teaching spaces have shared access to sufficient ICT equipment, including wireless networked printing services, to allow regular access to technology by students within the classroom by the end of 2013. | ● A bank of 30 laptops in use across the school.  
● Evidence in student work samples of use of computers, digital recording equipment and editing.  
● Additional VC equipment utilised, with greater flexibility in organising conferences.  
● Improved access to learning with teachers using Sound Field Amplification Systems daily.  
● Improved access to learning with teachers using Sound Field Amplification Systems daily.  
● Reduced wastage in printing. | 3, 4, 6 | Principal  
Comp Coord  
CT | Low SES  
$5,998  
GA  
Equity  
$4,000 |
| 4.4    | Provide a range of enrichment activities for students (ie, Murder Under the Microscope, etc). | ● Increased selection of extra-curricula activities offered at school. | X X | AP  
School Mentor CT | Equity  
$2,000 |
| 4.4    | All teachers to be involved in training in curriculum differentiation and show evidence of differentiation within teaching programs by the end of 2013. | ● Observation of increased student engagement through ‘learning walks’.  
● Teaching programs show evidence of differentiation | X X | Principal  
LaST  
Instructional | TPL  
$2,000 |
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| 4.5    | Involve representatives from the School Council, P&C and AECG as authentic members of the school self-evaluation committee. | • School Council reactivated, with meetings held at least once a term.  
• Attendance of representatives at self-evaluation meetings. |             | 2012       | Leader CT   | x x x | Principal AEO |
| 4.5    | Work with Condobolin High School, AECG and the Condobolin Wiradjuri Alliance Group (CWAG) to coordinate the focus of initiatives to align with school management targets. | • Meeting minutes indicate alignment of focus with school management targets. |             | 2012       | Principal AEO | x | Principal AEO |
| 4.5    | Invite elders to do Welcome to Country at special events. Continue to have students do Acknowledgement of Country for regular school assemblies. | • Welcome to Country or Acknowledgement of Country conducted at assemblies and special events. |             | 2012       | AEO CT | x x x | AEO CT |
| 4.5    | Arrange Community days each term. Have students write invitations to parents and carers to attend. | • Record of parent / carer attendance at school functions. |             | 2012       | AP CT | 3, 6 x | AP CT |
| 4.5    | Advertise meetings and special events in the local media and provide refreshments. | • Increased attendance of Aboriginal parents and carers at events. |             | 2012       | Principal AEO | x | Principal AEO |
| 4.6    | Teams from the primary school and high school work together to align PBL across both schools. | • Review of PBL documentation across schools shows alignment beginning to occur. |             | 2012       | PBL Coord Principal PBL Coach | x x | PBL Coord Principal PBL Coach |
| 4.6    | Engage Maggie Dent to provide parent forums on resilience (ie “Resilience Building from Birth to 25”) | • Record of parent/carer attendance at forums. |             | 2012       | Principal | 4, 6 x | Principal |
School Identified Priority Area 5: Capacity Building

**Intended Outcome/s:** Embed increased staff involvement in school culture by taking on additional roles and responsibilities by the end of 2014. Embed increased student involvement in school culture through active leadership roles by the end of 2014.

**Target/s:**

- **5.1** By the end of 2013, all executive staff have clearly defined role statements and authentic operational documents that articulate their leadership against school priorities in the school management plan and are monitored regularly.
- **5.2** By the end of 2013 all staff will have identified and fulfilled their negotiated key roles and responsibilities.
- **5.3** To increase confidence and involvement of student leadership in SRC, Peer Support & Captaincy by the end of 2013.

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Reform Area</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>2013 Resource Allocation &amp; Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Join with other schools to employ a Partnership Mentor and Connected Learning Coach.</td>
<td>• Partnership Mentor and Connected Learning Coach employed to work across the Lachlan group of schools.</td>
<td>1, 2, 4, 5, 6</td>
<td>X X</td>
<td>Principal Lachlan SED</td>
<td>Low SES PM $8,149 CLC $8,667</td>
</tr>
</tbody>
</table>
| 5.1    | Utilise expertise of Partnership Mentor to assist executive staff in definition of role statements and preparation of operational documents. | • All executive have defined role statements.  
• Scaffold 2 documents prepared and monitored. | 2, 3, 5 | X X | Principal AP PM | |
| 5.1    | Revise and improve the Scaffold 2 operational documents in line with the new school management plan. | • Progress achieved on Scaffold 2 outlined in green. | 2, 5 | X X | Principal AP | |
| 5.2    | Student leaders to undertaking leadership training, including sending Captains to the Young Leaders Conference. | • Student attendance at leadership training.  
• Increased confidence displayed by student leaders. | 4, 6 | X X | Principal AP | Equity $2,000 |
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

<table>
<thead>
<tr>
<th>Colour (taken from the Palette in Word)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td><strong>Low SES National Partnership</strong> e.g. employ DP</td>
</tr>
<tr>
<td>Black</td>
<td><strong>Global Budget</strong> e.g. purchase resource</td>
</tr>
<tr>
<td>Blue</td>
<td><strong>Equity</strong>, e.g. employ teacher</td>
</tr>
<tr>
<td>Green</td>
<td><strong>Early Action for Success (EA4S)</strong></td>
</tr>
<tr>
<td>Purple</td>
<td><strong>Professional Learning</strong> e.g. attendance at R2L</td>
</tr>
<tr>
<td>Orange</td>
<td><strong>Aboriginal Education</strong> e.g. $2500 SIP employ SLSO</td>
</tr>
<tr>
<td><strong>Dark Red</strong></td>
<td><strong>Other</strong> e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>