



# Tullamore Central School

## School Plan 2009-2011

<b>School context</b>			
<p>Tullamore Central School is situated 130 kms south west of Dubbo, 100kms north west of Parkes, and is part of the Western Access Program which offers students a wide variety of subjects.</p> <p>The school is set on extensive grounds with its own oval, COLA, tennis courts and reasonable classroom facilities.</p> <p>There are a significant number of part time teachers. The majority of teachers are experienced teachers.</p> <p>Student enrolments are declining, necessitating the primary to reduce from 3 composite classes to 2 composite classes in 2009. There is an ongoing concern that the more academic students, especially girls, are leaving the secondary to go to other schools. The learning support team, together with the school counsellor, meet regularly to discuss and plan for students needing support.</p> <p>Classroom technology and teacher professional development will be a real focus over the next 3 years because of the introduction of interactive whiteboards into the majority of classrooms and the associated developments in technology that will occur during this period.</p> <p>The strength of Tullamore Central School lies in its sense of community. The P &amp; C members, although few in number, are very active and well supported by the wider school community and are continually finding ways to keep our school well equipped and abreast of the times.</p>			
<b>DET Priority Areas</b>	<b>Mandatory Elements</b>	<b>Low SES Reforms</b>	<b>Tullamore Priorities</b>
Literacy Numeracy Student Engagement and Retention Aboriginal Education and Training Teacher Quality Connected Learning	<p><b>A</b> Actions to improve the availability of high quality teaching( Reforms 1 ,2)</p> <p><b>B</b> Professional Development for school executives and teachers to help them use and analyse data to cater to student needs</p>	<ol style="list-style-type: none"> <li>1. Incentives to attract high performing principals and teachers</li> <li>2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals.</li> <li>3. School operational arrangements that encourage innovation and flexibility</li> <li>4. Providing innovative and tailored learning opportunities</li> <li>5. Strengthened school accountability</li> <li>6. External partnerships with parents, other schools, business and communities and the provision of access to extended services</li> </ol>	Literacy growth level comparable to state growth Increasing across school use of technology contributing to improved teaching and learning Improved outcomes for Aboriginal students Improvement in student engagement and retention
The plan has been endorsed and approved by:			
Principal	Steve Chapman (rel)	Date	School Education Director
Principal Initials			David Scott (rel)
			School Education Director initials

School Priority Area: Literacy and Quality teaching

Intended Outcomes:

2009: Improve literacy results through focussing on specific areas

2010: Improve literacy results focussing specifically on writing, spelling and vocabulary development

2011:

Target: Literacy growth level comparable to state growth

- Develop K – 12 writing across the school
- Implement language intervention programs and initiatives to cater for individual/group literacy needs
- Develop literacy leadership within school

Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	11			
Develop K – 12 writing across the school							
• Examine K-12 writing policy	1	X			Staff workshops held to examine policy	Executive	
• Review current practice	5	X			Policy updated	Executive	
• Identify from baseline data explicit areas of focus in writing	1	X			Data analysis evident in programs	Class teacher	
• Develop collaborative stage programs	4		X		All teaching programs incorporate explicit writing strategies	Class teacher	
• Examine and evaluate work samples using ARC and standards packages	5		X			Staff and team	
Teaching staff trained in data analysis	1	X			Results in Naplan Yr 3,5,7,9 literacy become closer to state average	Principal, Head Teacher and Assistant Principal	Courses at iTeach 21, Relief and course fees  Low SES \$1200

Implement language intervention programs and initiatives to cater for individual/group literacy needs

<ul style="list-style-type: none"> <li>Employment of teachers aide to support literacy development of Aboriginal students and students in low achievement bands</li> </ul>	6	X			3 Teachers aide present in K-10 classrooms (16hrs/week @ \$25/hr for 20 weeks)	Principal	Low SES \$24000
<ul style="list-style-type: none"> <li>Training of employed teachers aide in Cert III teachers aide special</li> </ul>	6	X			Completion of Cert III Teachers Aide Special	Teachers aide	Low SES \$2058
<ul style="list-style-type: none"> <li>Continue Professional Development of teaching staff in                             <ol style="list-style-type: none"> <li>Analysis of Best Start data to identify areas of development in literacy</li> <li>communicate Best Start data to preschool</li> <li>Multilit</li> <li>reading to learn</li> <li>analyse K-2 benchmark data</li> <li>Jolly Phonics</li> <li>Spellathon</li> </ol> </li> </ul>	4	X	X		Best Start data shared with preschool  All schools in access program complete reading to learn Individualised programs for drill of Jolly Phonics sounds until all known	Executive  Class teachers  Kindergarten teacher	
MulitiLit	4				Mulitlit implemented in class program	Executive, Class teacher	6 days relief Low SES \$1800
Reading to learn (3 staff)	4	X	X		Reading to Learn strategies implemented as part of classroom teaching	Executive, class teacher	Course fees \$909 Relief \$9600 Low SES \$13236
<ul style="list-style-type: none"> <li>Purchase reading resources that are age and gender specific</li> </ul>	4	X			Increased Library usage/reading by students, boys in particular.  Rad reading implemented in school vacation	Librarian, Executive	Low SES \$600  \$260

Develop literacy within school							
<ul style="list-style-type: none"> <li>• Employment of part time staff member to facilitate, coordinate and implement K-12 Literacy program</li> <li>• Lead collaborative development of K-12 literacy policy</li> <li>• Develop Professional Development Learning program to support Literacy policy development and other whole school and district priorities</li> </ul>	A 1, 4	X	X	X	<p>Staff member employed 0.4 Role statement devised for this position</p> <p>K-12 Literacy policy developed and implemented</p> <p>Whole school professional learning plan developed.</p>	<p>Principal</p> <p>Coordinator</p> <p>Executive, principal</p>	Low SES \$19039

School Priority Area: Numeracy and Quality Teaching

Intended Outcomes:

2009: Improve Numeracy results through focussed teaching of identified areas  
 2010: Improve numeracy skills focussing specifically on Position, Capacity and Chance in Primary classes AND 2D/3D shapes, Fractions and Decimals, Measurement and Position in Secondary classes  
 2011

Target: Growth in Numeracy comparable to Regional growth

- Improve numeracy results by targeting specific areas in Primary and Secondary classes.
- Implement initiatives to cater for individual/group numeracy needs

Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	11			
Improve numeracy results by targeting specific areas in Primary and Secondary classes.							
• Executive to lead staff in data analysis assessment and reporting	2	X			Staff workshops held to analyse data	Executive	Exec training at Iteach 21 (as for Literacy) Low SES
• Ensure staff are targeting areas to improve in their teaching programs			X		Results in NAPLAN testing remain above state average in Yrs 3 and 5, Results in Yrs 7 and 9 numeracy in NAPLAN improve to reach state level	Executive	
• Undertake 2 day training in Best Start procedures					Classroom practices demonstrate analysis of data	Kindergarten teacher	
• WAP networks in Maths continue	6	X	X		Minutes of meetings published	Maths teacher	Relief to implement (4 days) Low SES \$1200
Implement initiatives to cater for individual/group numeracy needs							

<ul style="list-style-type: none"> <li>Continue working in Stage classes in primary mathematics</li> </ul>	4	X				AP	
<ul style="list-style-type: none"> <li>Investigate and purchase maths diagnostic tool and software for Mathletics</li> </ul>			X			Executive	
<ul style="list-style-type: none"> <li>Continue Professional development of teaching staff in <ul style="list-style-type: none"> <li>Quality Teaching Tools (Langford)</li> <li>Seven Habits (Covey)</li> </ul> </li> </ul>		X		X	Four staff trained QT tools evident in classroom practice Four staff trained in 7 Habits	Executive	Course fees \$1050 Relief \$1200 Low SES \$9000  Low SES \$5120

<p>School Priority Area:</p> <p>Connected Classrooms and Quality Teaching</p>
<p>Intended Outcomes:</p> <p>2009: Increased use of technology to improve student outcomes across KLAS</p> <p>2010: increased use of technology as a valued teaching tool across the school</p> <p>2011</p>

<p>Target: Increasing across school use of technology contributing to improved teaching and learning</p> <ul style="list-style-type: none"> <li>• Improved access to ICT through school infrastructure and professional learning.</li> <li>• Utilising interactive technologies for learning, teaching and professional learning.</li> <li>• Broadening curriculum options for all students.</li> </ul>
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Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	11			
Utilising interactive technologies for learning, teaching and professional learning.							
<ul style="list-style-type: none"> <li>• Develop increased staff ICT skills in Teaching and learning</li> </ul>	1	X	X		Laptops integrated into lessons 50% increase in access to connections program 100% Beginning teachers involved in ICT training in school workshops Attendance at CAP digital learning workshops	Executive	DER funding Connections Program Low SES \$600  CAP \$1800
<ul style="list-style-type: none"> <li>• Develop increased Tech expertise in PDHPE</li> </ul>	4	X			Implementation of Wii into Sport and Rec classes, PE classes	PDHPE teacher	Course fees, casual relief Low SES \$1500
<ul style="list-style-type: none"> <li>• Development of a K-12 scope and sequence of ICT skills</li> </ul>			X		Scope and sequence of ICT skills developed  60% of students achieve Highly	Executive	



			X		competent result in CSA		
<ul style="list-style-type: none"> <li>Enhance Career and Transition programs targeting primary and secondary classes, by mentoring, “skilling up” in ICT</li> </ul>			X		Programs implemented; annual audit reveals students’ ICT skills become more sophisticated.	Careers adviser	
<ul style="list-style-type: none"> <li>Utilise in school and Iteach 21 for training in Smartboard technologies.</li> </ul>	4	X	X	X	Time allocated at staff meetings for professional learning in Smartboard technologies.	Executive	iTeach 21 Course fees, relief Low SES \$2400
<ul style="list-style-type: none"> <li>Examine and evaluate teaching and learning programs through the TARS process.</li> </ul>	5	X	X		TARS process demonstrates evidence of mandatory ICT skills in teaching and learning programs.	Executive	Exec relief, 4 days  Low SES \$1200
<ul style="list-style-type: none"> <li>Revise existing teaching and learning programs to incorporate mandatory ICT skills</li> </ul>	5		X		COGS unit implemented across Dubbo SEG	Primary staff	
<ul style="list-style-type: none"> <li>Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice. (R 1)</li> </ul>	1	X			Classroom programs indicate teaching strategies which make appropriate use of technology  Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning.	Principal and regional staff	Low SES \$2470 per semester

School Plan

School Priority Area: Aboriginal education
Intended Outcomes: 2009: 2010: increased attendance, literacy and numeracy skills of Aboriginal students 2011

Target: Increased engagement of Aboriginal students
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Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	2011			
Review Personalised Learning Plans for all Aboriginal students		X			Active PLP in place for all Aboriginal students	Principal	
Implement leadership strategies for Aboriginal students	4	X	X	X	Aboriginal students involved in SRC Aboriginal students lead small groups at Primary sports Aboriginal students access out of school leadership opportunities	Executive	Low SES \$1000
Join with other schools to release a position at DP level to facilitate professional learning focussed on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing. (R 1)	1, 6	X			All staffs are aware of the 8 Ways methodology.  Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies.	Regional staff, Principal	Low SES \$380 per semester

School Priority Area: Quality Teaching and Leadership
Intended Outcomes: 2009: 2010: Sustainable leadership capacity developed 2011:

Target: Enhance a collaborative culture between secondary and primary staff based on professional dialogue and reflective processes.
<ul style="list-style-type: none"> <li>• Build leadership capacity of Principals/Executive teams as a network team.</li> <li>• Develop professional practices focussing on building dialogue around current and future pedagogical practices.</li> </ul>

Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	2011			
Build leadership capacity of Principals/Executive teams as a network team.							
<ul style="list-style-type: none"> <li>• Establish an action learning group that meets regularly and involves other executive staff</li> </ul>	6		X		Action Learning group completes projects	Principal	
<ul style="list-style-type: none"> <li>• Use ICT resources to enhance communication and sharing</li> </ul>	2		X		WIKI and video conferencing used to facilitate communication and sharing among the action learning group members	Principal	
<ul style="list-style-type: none"> <li>• Wiki site used</li> </ul>			X				
<ul style="list-style-type: none"> <li>• Discussion boards</li> </ul>			X				
<ul style="list-style-type: none"> <li>• Email distribution lists of all contributing schools</li> </ul>	6	X					
Develop professional practices focussing on building dialogue around current and future pedagogical practices.							
<ul style="list-style-type: none"> <li>• Promote professional development opportunities and practices in leadership</li> </ul>					Potential leaders use mentoring, reflective practices, professional journals to develop their leadership capacity CAP coordinator role defined and implemented	Principal, executive	CAP \$1200

<ul style="list-style-type: none"> <li>Conduct an annual review of roles and responsibilities within the school</li> </ul>				Annual review of roles and responsibilities completed.	Principal, executive	
<ul style="list-style-type: none"> <li>Ensure that professional discussion is an element of all staff and faculty meetings</li> </ul>		X		Meeting minutes record professional discussion	Principal, executive	
<ul style="list-style-type: none"> <li>Establish professional reading as part of school culture</li> </ul>			X	Folder of professional reading maintained and updated on school network  Professional reading featured in staff weekly bulleting	Executive  Principal	
<ul style="list-style-type: none"> <li>Attendance at Hawker Brownlow conference on classroom learning</li> </ul>		X		Four staff attend and ideas implemented in teaching and learning programs	CAP coordinator	CAP \$5940 Low SES \$8100
<ul style="list-style-type: none"> <li>Join with other schools to release a Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support induction of early career teachers and co-ordinate professional learning networks.</li> </ul>	1, 2, 4, 5			Structured in-school leadership programs established  Evidence in class programs that 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, Regional office personnel	Low SES \$3483 per semester

School Priority Area: Engagement and Retention
Intended Outcomes: 2009: 2010: provide relevant educational opportunities for 15 – 17 students 2011

Target: <ul style="list-style-type: none"> <li>• Implement comprehensive strategies to provide relevant opportunities for 15-17 students</li> <li>•</li> </ul>
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Strategies	Reform	Time Frame			Indicators	Responsibility	Resource Allocation & Funding Source
		S1	S2	2011			
Implement comprehensive strategies to provide relevant opportunities for 15-17 students							
<ul style="list-style-type: none"> <li>• Implement expanded School to Work program</li> </ul>		X			Active After schools fully supported by students	Executive Careers Adviser	
Build student leadership capacity <ul style="list-style-type: none"> <li>• Expand role of SRC in school projects</li> <li>• Train staff in seven effective habits</li> </ul> <ul style="list-style-type: none"> <li>• Train students in seven effective habits</li> </ul>			X	X	Involvement of SRC in school increased Recycling projects expanded Worm farm established 20% increase in positives earned by students Students trained by staff in seven habits		CAP \$1000
<ul style="list-style-type: none"> <li>• Expand curriculum offerings               <ul style="list-style-type: none"> <li>○ WAP</li> <li>○ Trade training centre</li> <li>○ Expand cultural and sporting opportunities and workshops</li> </ul> </li> </ul>		X		X	Increased numbers of VET courses selected by students  Students regularly attend extracurricular sporting and cultural activities	Principal  Executive and CAP coordinator	CAP \$5000

<ul style="list-style-type: none"> <li>• Implement Boys Education strategy</li> <li>• Implement PBL across K-12</li> </ul>		X		Rock and water training completed by 3 staff 20% reduction in suspensions 20% reduction in negative referrals 3 staff trained in PBL		Low SES \$2000
<ul style="list-style-type: none"> <li>• Implement CAP district initiative “Centrally enriched”</li> </ul>		X		All staff attend SDD at Warren CS Enrichment activities embedded in teaching and learning programs.	Principal Executive CAP coordinator	