Huntingdon Public School

School Management Plan 2012 - 2014
1. School context

Huntingdon Public School has been proudly serving and meeting the needs of our school community since 1868. With spacious playing areas and attractive grounds we pride ourselves on having a small, rural, community centred school that fosters a sense of belonging and provides quality-teaching programs in all of the Key Learning Areas.

Our highly experienced and dedicated teaching and non-teaching staff has worked together as a 'team' for many years and staff turnover over the past decade has been extremely low. This has enabled us to have continuity in implementing our innovative teaching and learning programs. The school enjoys having a high profile in the local community as being a happy, safe and caring school where innovative and great things happen for the students in our care.

What makes our school unique? In all that we do we endeavour to make learning and coming to school a rewarding and enjoyable experience. This philosophy is reflected in our school motto which is 'Having Fun As We Learn'.

2. School purpose

Our school is an innovative, friendly and caring place where everyone is valued and made to feel welcome. Parents feel the individual needs of their children are more likely to be met in our small school setting and a unique feature of our school is the high level of parental and community involvement and support we receive. We pride ourselves on the high level of parental and community support we receive in all aspects of school.

Our mission statement is: - 'In partnership with our school community, we strive to provide the best education possible for our students in a happy, safe and caring environment.'

3. School strategic directions

Huntingdon Public School’s quality teaching and learning programs are designed to meet the individual needs of all students in all of the Key Learning Areas but with an emphasis in Literacy and Numeracy. The successful implementation of Quality Teaching strategies and initiatives in all of the Key Learning Areas is an area we will be working towards in all KLA’s during the next three years.

We are always looking for new ways to improve parental and community participation in all aspects of our school.

We also try to be innovative when using Information and Communication Technologies in all aspects of school including administration.

The learning needs of our students and the expectations of our school community are the driving forces behind the following strategic directions set out in our 2012 – 2014 School Management Plan.
4. Our Long Term Priority Areas and Goals for 2012 – 2014 are as follows:

Huntingdon Public School has identified the following focus areas and directions for the next three years.

1. To Improve Students’ Literacy Skills.

We will continue focusing on improving all students’ literacy skills and would like to see an improvement in the number of our students in the top two bands in literacy in the NAPLAN Tests. Being competent in literacy is vital to students’ achievement in all of the other KLA’s. Our main priority is getting all students to be able to read well and comprehend what they are reading. Importance is placed on developing good communication skills both orally and in written form.

As in the past, we will be using parental and community involvement to help us successfully implement our literacy programs.

The improvement of students’ editing and spelling skills will be a priority area in all written communication. We will be focusing on explicit teaching in grammar and getting all students to learn the 1200 most commonly used words in the English language before they go to high school. We will be focusing on students in the Infants’ Classroom achieving at Reading level 20 + before they go into Year 3.

Information and Communication Technologies will play an important part in helping us to achieve our goals in literacy.

2. To Improve Students’ Numeracy Skills.

We will continue focusing on improving all students’ numeracy skills and would like to see an improvement in the number of our students in the top two bands in numeracy in the NAPLAN Tests. Our main priority is getting all students to develop a positive attitude towards and become more confident in Mathematics by ensuring they have a sound knowledge of all essential table facts and figures. We will be focusing on explicit teaching of the basic table facts and ensuring that students have a sound knowledge of these before they go to high school.

As in the past, we will be using our parental and community involvement to help us successfully implement our numeracy programs.

Importance will be placed on getting students to see Mathematics as being an important and essential part of their everyday lives. Our goal will be to make students successful in all of the strands but with a focus on Working Mathematically. We will aim to continue to use effective Quality Teaching strategies in all aspects of numeracy.

We will be focusing on students in the Infants’ Classroom working Mathematically by implementing Newman’s Analysis.
3. To Improve Parental and Community Involvement.

Huntingdon Public School could not exist without the continued involvement of our parents and hard working school community. We appreciate and value their contributions in all aspects of school and couldn’t survive without it. Research has shown that when parents express confidence in a school and are involved in it in some way, their children are likely to be happier and perform better in the classroom. Anytime anyone visits our school they find it a non-threatening place where the staff are friendly and they are made to feel welcome.

When children see their parents and teachers sharing common beliefs, attitudes and goals they feel more secure and see school as being more purposeful. By working closely together we are able to provide a school environment that is not only seen as being happy, safe and caring but also one that is conducive to learning. At Huntingdon Public School we will continue to improve the very close links with our parents and school community which, in the past, have resulted in:-

- A better understanding by parents of their children's schooling and what is happening at the school.
- A greater understanding by teachers of the children and their needs.
- Better communication between the home and school.
- Fewer critical incidents and misunderstandings.
- Pupils feeling more confident about themselves and their learning.
- Higher morale amongst parents, staff and pupils.
- An enriched and more purposeful curriculum with an improvement in students' outcomes in all KLA’s.
- Greater goodwill and mutual esteem between members of the community, parents, staff and pupils.
- Successfully implementing the Aboriginal Education Strategy by inviting some of our local Aboriginal elders and Aboriginal community members to be involved in the implementation of our HSIE units.

4. To make better use of Information and Communication Technologies in administration, programming, evaluation and assessment as well as teaching and learning.

We will continue focusing on improving all students’ ICT skills so that they can use these to improve their literacy and numeracy skills. We will also link their ICT skills to the other KLA’s. Having a positive attitude and being competent in using ICT is essential for students’ before they go to high school. We will try to ensure all students to have regular access to a computer at school as well as at home. One area we will be looking at improving and updating is our School Website. We will also be encouraging more families to access our weekly newsletters by e-mail.
We will continue to make better use of our ICT in all areas of teaching and learning including assessment and evaluation. We will be using some of our school's global funding and parental and community involvement to help us successfully implement our ICT programs, especially those that link to the improvement of literacy and numeracy. We aim to have an Interactive Whiteboard in all of our classrooms as well as our school library.

5. Engagement and Attainment. To Meet The Learning Needs Of All Students.

We will continue to create learning environments that are relevant and engaging and that challenge students to work to the best of their ability. Expectations will be high and students will have a real say in what happens in our school. We will cater for the needs of all students including those that are Gifted and Talented and students who we have identified as needing learning assistance. Our focus will be on how we can better meet the needs of all of our Higher Achieving Students (HAS) in all of the Key Learning Areas.


To evaluate and report on the findings of Culture in our 2012 Annual School Report.  
To evaluate and report on the findings of Learning in our 2013 Annual School Report.  
To evaluate and report on the findings of Teaching in our 2014 Annual School Report.

7. Curriculum and Assessment. To Evaluate Our Key Learning Areas.

To evaluate and report on the findings of English in our 2012 Annual School Report.  
To evaluate and report on the findings of Mathematics in our 2013 Annual School Report.  
To evaluate and report on the findings of Science and Technology in our 2014 Annual School Report.

8. Leadership and Management. To Provide Professional Development Opportunities For All Staff.

We will promote collaborative networks with the other small schools and provide professional development opportunities for all staff based on their identified needs. We will work collaboratively with other schools in the BAGO Community of Schools and the Hastings Small School’s Collegial Network and make available professional development opportunities in the areas of Quality Teaching, Consistency of Teacher Judgement, Connected Outcomes Groups and using ICT in teaching and learning as well as assessment and reporting.

We will continue to work and liaise, whenever necessary with our Regional Director, SED, consultants, professional and support staff and any skilled parents to help us provide quality teaching and best practice in all of the KLA’s.

We will continue to provide an environment where the staff, parents and students want to come to school and work in a happy, safe and caring environment. Our Student Welfare Committee and Pupil School Council will regularly monitor our school climate and annual surveys for parents, staff and students will enable us to determine areas of success and areas needing improvement. We want to ensure that bullying is not an issue at our school.

We will continue our successful Adopt a Cop Program and implement our Student Welfare Policies. At our school we have a zero tolerance to any bullying, violence and inappropriate language and we encourage all students to wear their hats while they are playing in the sun. Our OH&S Committee and all staff will ensure risk management procedures are implemented on a daily basis.

Our school maintenance committee will also ensure that all buildings and play areas remain safe and are checked on a regular basis. This includes any machinery such as our ride on mower and kiln as well as our hall, fixed equipment, tennis court, garden beds, bus shelter and turning bay at the entrance to our school.

Implementing programs to ensure the successful transition for our students from home and Pre-School to Kindergarten and from Yr 6 to high school will continue to be a priority. We will form even closer links with Wauchope High School and continue to implement programs and strategies that will ensure the transition for all students going into Kindergarten and high school is a successful and less stressful one. This will include focussing on the needs of students in Middle Schooling.

As a member of the BAGO Community of Schools we will be looking at strategies to assist our Stage 3 students to ensure their transition to high school and Middle Schooling is a positive one.

5. Our Specific Short Term Targets for 2012 – 14 are as follows:-

1. LITERACY GOALS. To Improve Students' Literacy Skills. Our Targets for 2012 are:-

1. To have 60 % or more of our students in the top two bands of the NAPLAN test in Reading.

2. To have 80 % or more of our Stage 3 students know how to spell the most commonly used 1200 words in the English language before they go to high school.

3. To have 90 % or more of students in our Year 2 reading at Level 20 or better before they go into Year 3. This is the highest level they can achieve.
LITERACY GOALS. To Improve Students' Literacy Skills. Our Targets for 2013 are:-

1. To have 65 % or more of our students in the top two bands of the NAPLAN test in Reading.

2. To have 90 % or more of our Stage 3 students know how to spell the most commonly used 1200 words in the English language before they go to high school.

3. To have 95 % or more of students in our Year 2 reading at Level 20 or better before they go into Year 3.

LITERACY GOALS. To Improve Students' Literacy Skills. Our Targets for 2014 are:-

1. To have 70 % or more of our students in the top two bands of the NAPLAN test in Reading.

2. To have 80 % or more of our Stage 3 students know how to spell the most commonly used 1200 words in the English language before they go to high school.

3. To have 100 % of students in our Year 2 reading at Level 20 or better before they go into Year 3.

2. NUMERACY GOALS. To Improve Students' Numeracy Skills. Our Targets for 2012 are:-

1. To have 60 % or more of our students in the top two bands of the NAPLAN test in Numeracy.

2. To have 20 % or less of our Stage 3 students in the bottom two bands of the NAPLAN test in Numeracy.

3. To have 80 % of our Stage 3 students know all of their 2x – 12x multiplication facts before they go to high school and reach Astronaut status.

NUMERACY GOALS. To Improve Students' Numeracy Skills. Our Targets for 2013 are:-

1. To have 65 % or more of our students in the top two bands of the NAPLAN test in Numeracy.

2. To have 10 % or less of our Stage 3 students in the bottom two bands of the NAPLAN test in Numeracy.

3. To have 90 % or more of our Stage 3 students know all of their 2x – 12x multiplication facts before they go to high school and reach Astronaut status.
NUMERACY GOALS. To Improve Students’ Numeracy Skills. Our Targets for 2014 are:

1. To have **70 %** or more of our students in the top two bands of the NAPLAN test in Numeracy.

2. To have **0 %** of our Stage 3 students in the bottom two bands of the NAPLAN test in Numeracy.

3. To have **100 %** of our Stage 3 students know all of their 2x – 12x multiplication facts before they go to high school and reach Astronaut status.

GOAL 3. To Improve Parental and Community Involvement. Our Targets are:

1. To increase the involvement of parents and community members in the planning, implementation and evaluation of our school’s programs.

2. To increase the involvement of community and professional organisations to help with the implementation of our teaching and learning programs.

3. To encourage parents and local community groups and the Hastings Small Schools’ Collegial Network to make greater use of our school facilities including our school hall, tennis court and Adventure Playground.

4. To try and establish a Play Group at our school to cater for the needs of our Pre school students.

GOAL 3. To Improve Parental and Community Involvement. Our Targets are:

1. To increase the involvement of parents and community members in the planning, implementation and evaluation of our school’s programs.

2. To increase the involvement of community and professional organisations to help with the implementation of our teaching and learning programs.

3. To provide relevant training and development opportunities for parents and the community that will assist in the improvement of students’ learning outcomes.
SCIENCE AND ICT GOAL 4. To make better use of Information and Communication Technologies in administration, programming, evaluation and assessment as well as teaching and learning.

Our Targets are :-

1. To improve the quality of teaching and learning in literacy and numeracy by using Information and Communication Technologies.

2. To have all staff and students using our Connected Classroom and have access to an interactive whiteboard in their rooms.

3. To evaluate current ICT teaching practices in all KLA’s and improve them by using a QT framework.

4. To enable all staff to confidently and effectively use ICT in all aspects of school and providing them with professional learning experiences and opportunities to network with other schools.

GOAL 5. To Meet The Learning Needs Of All Students.

Our Targets are :-

1. To identify the strengths and learning needs of all students. We will use PM benchmarking and BURT testing at the beginning of each year and again in Term 4 to evaluate student progress in Literacy.

2. To provide individual learning programs to students all who have special learning needs.

3. To provide more challenging, dynamic and innovative ways of involving our GATS students in all KLA’s. We will focus on our top 25 % of Higher Achieving Students.

GOAL 6. To Evaluate Educational Management and Practice.

- Refer to Long Term Priority Areas and Goals for the Educational Management and Practice areas being evaluated each year from 2012 – 2014.

GOAL 7. To Evaluate Our Key Learning Areas.

- Refer to Long Term Priority Areas and Goals for the Key Learning Areas being evaluated each year from 2012 – 2014.
GOAL 8. To Provide Professional Development Opportunities For All Staff.

Our Targets are:-

1. To enable the teaching staff to attend professional development courses on based on their identified needs. These include Best Start – Literacy and Numeracy Continuum from Kindergarten to Year 6, Quality Teaching and Leadership.

2. To enable the staff to examine best practice in other schools in our network. E.g. Visiting schools with Connected Classrooms for the exemplar and innovative use of our ICT programs.

3. To motivate all staff to attend professional learning activities and enhance staff capability through shared knowledge of best practice.


Our Targets are :-

1. To make the transition for Byabarra students and their families to our school a positive and rewarding one.

2. To encourage enough students to attend our school so that we can employ an additional teacher and enable us to get an additional classroom.

3. To create a happy, safe and caring working environment by implementing an active Pupil School Council, OH&S procedures and Student Welfare policies.

4. To continue to improve our transition program for students going from Yr 6 to Yr 7 by participating in the Bago Communities of Schools Programs and improving our orientation program for students starting Kindergarten.

6. Total school budget, all sources. Balance carried forward. $ 46 468.08

The plan has been endorsed and approved by:- Mr Mark Youngblutt SED
<table>
<thead>
<tr>
<th>Principal:</th>
<th>Mr Gunnar Fuhrmann</th>
<th>Date:</th>
<th>27/ 1/ 2012</th>
<th>School Education Director:</th>
<th>Mr Mark Youngblutt</th>
<th>Date:</th>
</tr>
</thead>
</table>

Principal's initials: ______

Comments and follow up:- ________________________________________________________________

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__________________________________________________________________________________
DEPARTMENT OF EDUCATION AND COMMUNITIES PUBLIC SCHOOLS NSW STRATEGIC DIRECTIONS 2012 - 2014.

DEPARTMENT OF EDUCATION AND COMMUNITIES PUBLIC SCHOOLS NSW VISION.

A highly skilled, educated, vibrant and inclusive NSW, where all people achieve their potential, build social and economic prosperity, participate in activities that contribute to their wellbeing, and contribute as informed citizens to our society.

COVERING STATEMENT – DEPARTMENT OF EDUCATION AND COMMUNITIES GOAL.

Students are at the centre of what we do. Our goal is to improve education and learning outcomes for all students. Teachers are a key factor impacting on student learning.

The Public Schools NSW Strategic Directions articulate what the schools portfolio will do to support regions and schools in ensuring that every student in NSW public schools has access to quality teachers and quality learning.

The Strategic Directions support continuous school improvement and maximising outcomes for students in a culture of informed, well supported decision making.

The Strategic Directions have undergone an extensive consultation process and are informed by data and evidence and have evolved from the State Plan and the Department of Education and Communities Five Year Strategic Plan 2011–2016.

Regional plans and school plans reflect the directions that have been articulated in this document.

STRATEGIC PRIORITY AREAS.

Leadership and Management.

Outcomes:

1. Leadership development and management capacity
2. Innovation and creativity
3. Positive learning cultures
4. Management practices and accountability
5. Instructional leadership
Curriculum and Assessment.

Outcomes:
1. Innovative practices for 21st century learners and learning
2. Quality teaching framework
3. Student centred learning
4. New syllabuses incorporating the Australian curriculum
5. Quality professional learning
6. Curriculum breadth and access for all students

Engagement and Attainment.

Outcomes:
1. Quality teaching practices by quality teachers and leaders to engage all students
2. Intervention in early years and at key transition points
3. Community engagement and partnership
4. National Safe Schools Framework
5. National Partnerships
6. Student Support Officers
7. Learning Support Framework

Literacy and Numeracy.

Outcomes:
1. Achievement levels of students in rural areas
2. Achievement levels of Aboriginal students
3. Evidence based practices, programs and professional learning
4. Explicit targets in literacy and numeracy for each school
5. Explicit targets for student achievement in the higher bands in NAPLAN NSW
6. Government Literacy and Numeracy Action Plan
Aboriginal Education.

Outcomes:

1. Readiness for school
2. Engagement and connections
3. Attendance
4. Literacy and numeracy improvement
5. Leadership, quality teaching and workforce development
6. Pathways to real post school options

Organisational Effectiveness.

Outcomes:

1. Innovative business and educational programs, systems and initiatives
2. Research, policy analysis and effective advocacy
3. Effective liaison within DEC to support flexible service delivery for schools in finance, human resources and integrated systems
4. Evidence based systems, structures and practices to meet the needs of all students
5. Public Schools NSW strategic directions to inform regional, school and other DEC portfolio plans

* * *
Huntingdon Public School

School Management Plan 2014
1. School context

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- Greater goodwill and mutual esteem between members of the community, parents, staff and pupils.
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4. To make better use of Information and Communication Technologies in administration, programming, evaluation and assessment as well as teaching and learning.

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5. Our Specific Short Term Targets for 2014 are as follows:-

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1. To have 70 % or more of our students in the top two bands of the NAPLAN test in Reading.

2. To have 80 % or more of our Stage 3 students know how to spell the most commonly used 1200 words in the English language before they go to high school.

3. To have 100 % of students in our Year 2 reading at Level 20 or better before they go into Year 3.

**NUMERACY GOALS. To Improve Students’ Numeracy Skills.**  
Our Targets for 2014 are:-

1. To have 70 % or more of our students in the top two bands of the NAPLAN test in Numeracy.

2. To have 0 % of our Stage 3 students in the bottom two bands of the NAPLAN test in Numeracy.

3. To have 100 % of our Stage 3 students know all of their 2x – 12x multiplication facts before they go to high school and reach Astronaut status.
GOAL 3. To Improve Parental and Community Involvement. Our Targets are :-

1. To increase the involvement of parents and community members in the planning, implementation and evaluation of our school’s programs.

2. To increase the involvement of community and professional organisations to help with the implementation of our teaching and learning programs.

3. To encourage parents and local community groups and the Hastings Small Schools’ Collegial Network to make greater use of our school facilities including our school hall, tennis court and Adventure Playground.

4. To try and establish a Play Group at our school to cater for the needs of our Pre school students.

SCIENCE AND ICT GOAL 4. To make better use of Information and Communication Technologies in administration, programming, evaluation and assessment as well as teaching and learning.

Our Targets are :-

1. To improve the quality of teaching and learning in literacy and numeracy by using Information and Communication Technologies.

2. To have all staff and students using our Connected Classroom and have access to an interactive whiteboard in their rooms.

3. To evaluate current ICT teaching practices in all KLA’s and improve them by using a QT framework.

4. To enable all staff to confidently and effectively use ICT in all aspects of school and providing them with professional learning experiences and opportunities to network with other schools.

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Our Targets are :-

1. To identify the strengths and learning needs of all students. We will use PM benchmarking and BURT testing at the beginning of each year and again in Term 4 to evaluate student progress in Literacy.

2. To provide individual learning programs to students all who have special learning needs.
3. To provide more challenging, dynamic and innovative ways of involving our GATS students in all KLA’s. We will focus on our top 25 % of Higher Achieving Students.

**GOAL 6. To Evaluate Educational Management and Practice.**

To evaluate and report on the findings of Teaching in our 2014 Annual School Report.

**GOAL 7. To Evaluate Our Key Learning Areas.**

To evaluate and report on the findings of Science and Technology in our 2014 Annual School Report.

**GOAL 8. To Provide Professional Development Opportunities For All Staff.**

Our Targets are:-

1. To enable the teaching staff to attend professional development courses on based on their identified needs. These include Best Start – Literacy and Numeracy Continuum from Kindergarten to Year 6, Quality Teaching and Leadership.

2. To enable the staff to examine best practice in other schools in our network. E.g. Visiting schools with Connected Classrooms for the exemplar and innovative use of our ICT programs.

3. To motivate all staff to attend professional learning activities and enhance staff capability through shared knowledge of best practice.

**GOAL 9. To Provide A Happy, Safe And Caring School Environment That Is Conducive To Teaching And Learning.**

Our Targets are :-

1. To encourage enough students to attend our school so that we can employ an additional teacher and enable us to get an additional classroom.

2. To create a happy, safe and caring working environment by implementing an active Pupil School Council, OH&S procedures and Student Welfare policies.

4. To continue to improve our transition program for students going from Yr 6 to Yr 7 by participating in the Bago Communities of Schools Programs and improving our orientation program for students starting Kindergarten.
A highly skilled, educated, vibrant and inclusive NSW, where all people achieve their potential, build social and economic prosperity, participate in activities that contribute to their wellbeing, and contribute as informed citizens to our society.

Students are at the centre of what we do. Our goal is to improve education and learning outcomes for all students. Teachers are a key factor impacting on student learning.

The Public Schools NSW Strategic Directions articulate what the schools portfolio will do to support regions and schools in ensuring that every student in NSW public schools has access to quality teachers and quality learning.

The Strategic Directions support continuous school improvement and maximising outcomes for students in a culture of informed, well supported decision making.

The Strategic Directions have undergone an extensive consultation process and are informed by data and evidence and have evolved from the State Plan and the Department of Education and Communities Five Year Strategic Plan 2011–2016.

Regional plans and school plans reflect the directions that have been articulated in this document.

**Leadership and Management.**

**Outcomes:**

1. Leadership development and management capacity
2. Innovation and creativity
3. Positive learning cultures
4. Management practices and accountability
5. Instructional leadership
Curriculum and Assessment.

Outcomes:

1. Innovative practices for 21st century learners and learning
2. Quality teaching framework
3. Student centred learning
4. New syllabuses incorporating the Australian curriculum
5. Quality professional learning
6. Curriculum breadth and access for all students

Engagement and Attainment.

Outcomes:

1. Quality teaching practices by quality teachers and leaders to engage all students
2. Intervention in early years and at key transition points
3. Community engagement and partnership
4. National Safe Schools Framework
5. National Partnerships
6. Student Support Officers
7. Learning Support Framework

Literacy and Numeracy.

Outcomes:

1. Achievement levels of students in rural areas
2. Achievement levels of Aboriginal students
3. Evidence based practices, programs and professional learning
4. Explicit targets in literacy and numeracy for each school
5. Explicit targets for student achievement in the higher bands in NAPLAN NSW
6. Government Literacy and Numeracy Action Plan
Aboriginal Education.

Outcomes:

1. Readiness for school
2. Engagement and connections
3. Attendance
4. Literacy and numeracy improvement
5. Leadership, quality teaching and workforce development
6. Pathways to real post school options

Organisational Effectiveness.

Outcomes:

1. Innovative business and educational programs, systems and initiatives
2. Research, policy analysis and effective advocacy
3. Effective liaison within DEC to support flexible service delivery for schools in finance, human resources and integrated systems
4. Evidence based systems, structures and practices to meet the needs of all students
5. Public Schools NSW strategic directions to inform regional, school and other DEC portfolio plans

*  *  *
### Huntingdon Public School Management Plan 2012 – 2014

**School priority area: LITERACY**

**GOAL 1.** To have 60% or more of our students in the top two bands of the NAP test in Reading.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation $</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To have 60% or more of our students in the top two Bands of the NAP Tests in Reading.</td>
<td>Analysis of 2011 NAP results. Staff meetings. Evaluating the reading, writing and language needs and appropriate strategies for individual students. In-class support for STLA. Reading Eggs.</td>
<td>Yr 3 and Yr 5 students’ NAPLAN results. The percentage of students in Bands the top two bands in Reading, Writing and Language. Home Reading Diaries, Home Readers, Reading Onto Tape Program, ‘Reader Of The Month’ Jolly Phonics workshops.</td>
<td>X</td>
<td>Whole staff. Principal Teaching staff. District STLA SSO</td>
<td>$ 640.00</td>
<td>P &amp; C</td>
<td>Literacy and Numeracy 1, 3,4,5,6.</td>
</tr>
<tr>
<td>2. To have 80% students know how to spell the most commonly used 1200 words in the English language before they go to high school.</td>
<td>Revision of 1 – 1200 words. Individual spelling learning programs with parental support. Regular use of dictionaries and thesauruses.</td>
<td>An increase in the percentage of students leaving for high school with a sound knowledge of the spelling of the most commonly used 1200 words in the English language.</td>
<td>X</td>
<td>Teaching staff. Students. Parents. Principal</td>
<td>$ 300 for Literacy resources to improve Spelling Results.</td>
<td>Global Literacy</td>
<td>Literacy and Numeracy 2, 3, Curriculum and Assessment 3, 6.</td>
</tr>
<tr>
<td>3. To have 90% or more of our students in Year 2 reading at or above Level 20 in reading.</td>
<td>Parents used for reading program. Greater use of ICT. ZIP-tales. Reading Eggs.</td>
<td>PM benchmarks. BURT Reading assessments. Students progress in reading programs. All students involved in Home Reading.</td>
<td>X</td>
<td>Teaching staff. Parents. STLA.</td>
<td>$ 300 for new reading resources.</td>
<td>P &amp; C</td>
<td>Literacy and Numeracy 1, 3,4,5,6.</td>
</tr>
<tr>
<td>4. To have 60% or more of our students in the top two Bands of the NAPLAN Tests in Language Conventions and Persuasive Writing.</td>
<td>Analysis of 2011 NAP results. Using SMART tools. Super Sentences.– Weekly homophone revision. Persuasive Writing challenges. Debates. Sharing of ideas and resources with other schools.</td>
<td>Improvement in identified areas needing whole school review. Staff using SMART software confidently and effectively. Staff confidently using ICT in all aspects of school. Purchase and share a variety of stage appropriate literary, factual and visual texts and resources.</td>
<td>X</td>
<td>Class teacher STLA teacher.</td>
<td>$200 for new dictionaries.</td>
<td>P &amp; C</td>
<td>Literacy and Numeracy 1, 3,4,5,6.</td>
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Principal’s initials: __________
**School priority area: LITERACY**

**GOAL 1.** To have 60% or more of our students in the top two bands of the NAP test in Reading.

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<tbody>
<tr>
<td>1. To have 60% or more of our students in the top two Bands of the NAP Tests in Reading.</td>
<td>Analysis of 2013 NAP results. Staff meetings. Evaluating the reading, writing and language needs and appropriate strategies for individual students. In-class support for STLA. Reading Eggs.</td>
<td>Yr 3 and Yr 5 students’ NAPLAN results. The percentage of students in Bands the top two bands in Reading, Writing and Language. Home Reading Diaries, Home Readers, Reading Onto Tape Program, ‘Reader Of The Month’ Jolly Phonic workshops.</td>
<td>1 2 3</td>
<td>Whole staff. Principal Teaching staff. District STLA SSO</td>
<td>$ 640.00 To use register and use Reading Eggs online. $ 100 ZIP-tales.</td>
<td>P &amp; C</td>
<td>Literacy and Numeracy 1, 3,4,5,6.</td>
</tr>
<tr>
<td>2. To have 80 % students know how to spell the most commonly used 1200 words in the English language before they go to high school.</td>
<td>Revision of 1 – 1200 words. Individual spelling learning programs with parental support. Regular use of dictionaries and thesauruses. Parents used for reading program. Greater use of ICT. ZIP-tales. Reading Eggs.</td>
<td>An increase in the percentage of students leaving for high school with a sound knowledge of the spelling of the most commonly used 1200 words in the English language. PM benchmarks. BURT Reading assessments. Students progress in reading programs. All students involved in Home Reading.</td>
<td></td>
<td>Teaching staff. Students. Parents. Principal</td>
<td>$ 300 for Literacy resources to improve Spelling Results.</td>
<td>Global Literacy</td>
<td>Literacy and Numeracy 2, 3. Curriculum and Assessment 3, 6.</td>
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<tr>
<td>3. To have 90% or more of our students in Year 2 reading at or above Level 20 in reading.</td>
<td>Analysis of 2013 NAP results. Using SMART tools .Super Sentences.– Weekly homophone revision. Persuasive Writing challenges. Debates. Sharing of ideas and resources with other schools.</td>
<td>Improvement in identified areas needing whole school review. Staff using SMART software confidently and effectively. Staff confidently using ICT in all aspects of school. Purchase and share a variety of stage appropriate literary, factual and visual texts and resources.</td>
<td></td>
<td>Class teacher STLA teacher.</td>
<td>$200 for new dictionaries.</td>
<td>P &amp; C Global</td>
<td>Literacy and Numeracy 1, 3,4,5,6.</td>
</tr>
</tbody>
</table>

Principal’s initials: __________
### School priority area: NUMERACY GOAL 2. To have 60% or more of our students in the top two bands of the NAPLAN test in Numeracy.

<table>
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<tr>
<th>Expected outcomes and targets</th>
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<th>Allocation $</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. To have 60% or more of our students in the top two Bands of the NAP Tests in Number.</td>
<td>Analysis of 2011 NAP results. Staff meetings. Evaluating the Number, Measurement and Space needs and appropriate strategies for individual students. In-class support for STLA.</td>
<td>Yr 3 and Yr 5 students’ NAPLAN results. The percentage of students in the top two Bands in Number, Measurement and Space.</td>
<td>X</td>
<td>Whole staff. Principal. Teaching staff. District STLA SSO.</td>
<td>$ 300 to register for IXL Maths program.</td>
<td>P &amp; C</td>
<td>Literacy and Numeracy 1, 2, 3, 4, 5, 6.</td>
</tr>
<tr>
<td>2. To have 20% or less of our Stage 3 students in the bottom two Bands of the NAP Tests in Numeracy.</td>
<td>Using SMART tools and ICT as a teaching aid. Choosing and using a range of stage appropriate literacy, factual and visual texts.</td>
<td>Improvement in identified areas needing whole school review. Staff using SMART software confidently and effectively.</td>
<td>X</td>
<td>Principal Maths Consultant.</td>
<td>$ 300 for Numeracy resources to improve Basic Skills.</td>
<td>Global Numeracy P&amp;C.</td>
<td>Literacy and Numeracy 1, 2, 3, 4, 5, 6.</td>
</tr>
<tr>
<td>3. To have 90% or more of our Stage 3 students know all of their 2x – 12 x multiplication tables before they go to high school.</td>
<td>Revision of all table facts. Individual Maths learning programs with parental support. Regular use of Essential Facts and Figures book.</td>
<td>An increase in the percentage of students leaving for high school with a sound knowledge of their 2x to 12 x tables and essential facts.</td>
<td>X</td>
<td>Principal Teaching staff.</td>
<td>$ 600 To attend SDD and principal collegial meetings</td>
<td>P/L Principals’ Admin.</td>
<td>Literacy and Numeracy 1, 2, 3, 4, 5, 6.</td>
</tr>
<tr>
<td>4. Sharing of Numeracy resources with the BAGO COS.</td>
<td>Sharing of ideas and resources with other schools. Eg QuickSmart, Astronaut Times Table Program, Daily Maths Challenges, Maths Olympiad, Maths Games exchange.</td>
<td>BAGO and Hastings Small Schools’ Collegial meetings and PARS days. Sharing of resources. WHS</td>
<td>X</td>
<td>BAGO COS teaching staff. Principals.</td>
<td>$ 600 To attend SDD and principal collegial meetings</td>
<td>P/L Principals’ Admin.</td>
<td>Literacy and Numeracy 1, 2, 3, 4, 5, 6.</td>
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Principal’s initials: __________
School priority area: NUMERACY GOAL 2. To have 60% or more of our students in the top two bands of the NAPLAN test in Numeracy.

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<td>Yr 3 and Yr 5 students’ NAPLAN results. The percentage of students in the top two Bands in Number, Measurement and Space.</td>
<td></td>
<td>Whole staff. Principal. Teaching staff. District STLA SSO.</td>
<td>X</td>
<td>P &amp; C</td>
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<tr>
<td>2. To have 20% or less of our Stage 3 students in the bottom two Bands of the NAP Tests in Numeracy.</td>
<td>Using SMART tools and ICT as a teaching aid. Choosing and using a range of stage appropriate literary, factual and visual texts.</td>
<td>Improvement in identified areas needing whole school review. Staff using SMART software confidently and effectively.</td>
<td></td>
<td>Principal Maths Consultant.</td>
<td>X</td>
<td>$ 400 to register for Mathletics Program</td>
<td>Literacy and Numeracy 1, 2, 3, 4, 5, 6.</td>
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<td>3. To have 90% or more of our Stage 3 students know all of their 2x – 12 x multiplication tables before they go to high school.</td>
<td>Revision of all table facts. Individual Maths learning programs with parental support. Regular use of Essential Facts and Figures book.</td>
<td>An increase in the percentage of students leaving for high school with a sound knowledge of their 2x to 12 x tables and essential facts.</td>
<td></td>
<td>Principal Teaching staff.</td>
<td>X</td>
<td>$ 300 for Numeracy resources to improve Basic Skills.</td>
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<td>4. Sharing of Numeracy resources with the BAGO COS.</td>
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<td>BAGO and Hastings Small Schools’ Collegial meetings and PARS days. Sharing of resources. WHS</td>
<td></td>
<td>BAGO COS teaching staff. Principals.</td>
<td>X</td>
<td>$ 600 To attend SDD and principal collegial meetings</td>
<td>P/L Principals’ Admin.</td>
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Principal’s initials: __________
### GOAL 3. To Improve Parental and Community Involvement.

<table>
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<tbody>
<tr>
<td>1. To increase the involvement of parents and community members in the planning, implementation and evaluation of our school’s programs.</td>
<td>Parents invited to become involved in all aspects of the school. Everyone made to feel welcome and valued at all times. Coffee, tea and cake available. Special Mintie jar. Invitation to join the P &amp; C and School Committees. Eg Canteen, Maintenance, Uniform. Invitation to join our ASR School Evaluation Team. Two Working Bees to be held each year.</td>
<td>An increase in the percentage of parents and community members involved in all aspects of school. An increase in the attendance at P &amp; C meeting. An increase in the members of our Aboriginal Community being involved in our school.</td>
<td>X</td>
<td>Whole staff. Principal Teaching staff.</td>
<td>$ 200 for catering.</td>
<td>Global</td>
<td>Engagement and Attainment 3.5. Aboriginal Education 2.</td>
</tr>
<tr>
<td>2. To increase the involvement of community and professional organisations to help with the implementation of our teaching and learning programs.</td>
<td>Parents involved in Literacy Programs. Numeracy CMIT games / Astronauts’ Training program / Table Facts Revision. Best Start. Special helpers’ morning tea organised. Parent expertise in all of the KLA’s utilized. Involvement of parents in Intensive Swimming and CAPA Programs.</td>
<td>Greater involvement of parents and the school community in the decision making of the school. ASR and Kookaburra Chatter. Involvement in special projects.</td>
<td>X</td>
<td>Principal BAGO COS English consultants Principal Teaching staff.</td>
<td>$ 300 for Special programs in Creative and Performing Arts.</td>
<td>Parents Global</td>
<td>Engagement and Attainment 3.5. Aboriginal Education 2. Leadership and Management 3.</td>
</tr>
<tr>
<td>3. To provide relevant training and development opportunities for parents and the community that will assist in the improvement of students’ learning outcomes.</td>
<td>Annual survey forms sent to all parents to help in the future planning of the school. Parent T &amp; D courses organised based on areas of need.</td>
<td>Parents, staff and students’ survey forms.</td>
<td>X</td>
<td>Teaching staff. Students. Parents.</td>
<td>$ 200 for materials and catering.</td>
<td>Global</td>
<td>Leadership and Management 3.</td>
</tr>
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## Huntingdon Public School Management Plan 2012 – 2014

**School priority area:** GOAL 3. To Improve Parental and Community Involvement.

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<td>An increase in the percentage of parents and community members involved in all aspects of school. An increase in the attendance at P &amp; C meeting. An increase in the members of our Aboriginal Community being involved in our school.</td>
<td>X</td>
<td>Whole staff. Principal Teaching staff.</td>
<td>$200 for catering.</td>
<td>Global</td>
<td>Engagement and Attainment 3.5. Aboriginal Education 2.</td>
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<tr>
<td>2. To increase the involvement of community and professional organisations to help with the implementation of our teaching and learning programs.</td>
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<td>Greater involvement of parents and the school community in the decision making of the school. ASR and Kookaburra Chatter. Involvement in special projects.</td>
<td>X</td>
<td>Principal BAGO COS English consultants Principal Teaching staff.</td>
<td>$300 for Special programs in Creative and Performing Arts.</td>
<td>Global</td>
<td>Participation and Management 3.5. Aboriginal Education 2. Leadership and Management 3.</td>
</tr>
<tr>
<td>3. To provide relevant training and development opportunities for parents and the community that will assist in the improvement of students’ learning outcomes.</td>
<td>Annual survey forms sent to all parents to help in the future planning of the school. Parent T &amp; D courses organised based on areas of need.</td>
<td>Parents, staff and students’ survey forms.</td>
<td>X</td>
<td>Teaching staff. Students. Parents.</td>
<td>$200 for materials and catering.</td>
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Principal’s initials: ___________
### Expected outcomes and targets

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<tr>
<td>Class and small group ‘hands on’ modelled, guided and explicit teaching in Literacy and Numeracy using ICT and the IW. SSO employed to work specifically with all staff and students to train and improve their numeracy and literacy skills for 3.5 hrs per week. PAYP implemented.</td>
<td>Evaluations of all students’ literacy and numeracy skills. Staff using ICT effectively in their teaching. Staff trained and using PAYP hardware effectively.</td>
<td>X X X</td>
<td>Whole staff. Principal. BAGO COS Teaching staff. SSO</td>
<td>3.5 hrs for SSO $80.00 per week x 40 = $ 3 600 $ 300 P/L PAYP training. $ 5 000 for a new IW in the library.</td>
<td>Computer Tied Global P/L P &amp; C Global</td>
</tr>
<tr>
<td>Stock-take of Computer software. Evaluation of our teaching and learning programs using ICT with a QT focus. Media team. New digital camera purchased.</td>
<td>Staff and students confidently using ICT on a regular basis within a QT framework. New resources purchased.</td>
<td>X</td>
<td>Principal Teaching staff. SSO. Web Services Facilitator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training and development using Web services. Review of best practice in other schools. Sharing of ideas and resources. Visit to Apollo Pathways to examine best practice. Shadowing.</td>
<td>All staff confidently and effectively using technology in their T/L programs in all of the KLA’s and in administration.</td>
<td>X X X</td>
<td>Teaching staff. BAGO COS. Principals Students. Parents. SSO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing forums and chats. Regular use of Connected Classroom for P/L and public speaking as well as all KLA’s.</td>
<td>Staff and students using Connected Classroom effectively and on a regular basis.</td>
<td>X X X</td>
<td>Principals and teaching staff of the small schools.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Annual planning

- **1. To improve the quality of teaching and learning in literacy and numeracy by using Information and Communication Technologies, especially our IW and Connected Classrooms.**
  - Class and small group ‘hands on’ modelled, guided and explicit teaching in Literacy and Numeracy using ICT and the IW. SSO employed to work specifically with all staff and students to train and improve their numeracy and literacy skills for 3.5 hrs per week. PAYP implemented.
  - Evaluations of all students’ literacy and numeracy skills. Staff using ICT effectively in their teaching. Staff trained and using PAYP hardware effectively.
  - Staff and students confidently using ICT on a regular basis within a QT framework. New resources purchased.
  - All staff confidently and effectively using technology in their T/L programs in all of the KLA’s and in administration.
  - Staff and students using Connected Classroom effectively and on a regular basis.

- **2. To evaluate current ICT teaching practices in all KLA’s and improve them by using a QT framework.**
  - Stock-take of Computer software. Evaluation of our teaching and learning programs using ICT with a QT focus.
  - Media team. New digital camera purchased.
  - Staff training and development using Web services. Review of best practice in other schools. Sharing of ideas and resources. Visit to Apollo Pathways to examine best practice. Shadowing.

- **3. To enable all staff to confidently and effectively use ICT in all aspects of school.**
  - Implementing forums and chats. Regular use of Connected Classroom for P/L and public speaking as well as all KLA’s.

- **4. To initiate forums and chat sessions between the staff and students of the other small schools our Connected Classroom.**

### Funding

- **Computer Tied Global P/L P & C Global**
- **Curriculum and Assessment 1,2,3,5.**

### Principal’s initials: ____________
Huntingdon Public School Management Plan 2014

School priority area: GOAL 4. To make better use of Information and Communication Technologies in administration, programming, evaluation and assessment as well as teaching and learning.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
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<td></td>
<td>Class and small group ‘hands on’ modelled, guided and explicit teaching in Literacy and Numeracy using ICT and the IW. SSO employed to work specifically with all staff and students to train and improve their numeracy and literacy skills for 3.5 hrs per week. PAYP improved.</td>
<td>Evaluations of all students’ literacy and numeracy skills. Staff using ICT effectively in their teaching. Staff trained and using PAYP hardware effectively.</td>
<td>1</td>
<td>Whole staff.</td>
<td>3.5 hrs for SSO $80.00 per week x 40 = $ 3 600</td>
<td>Computer Tied Global</td>
<td>Curriculum and Assessment 1,2,3,5.</td>
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<td></td>
<td>Stock-take of Computer software. Evaluation of our teaching and learning programs using ICT with a QT focus. Media team. New digital camera purchased.</td>
<td>Staff and students confidently using ICT on a regular basis within a QT framework. New resources purchased.</td>
<td>2</td>
<td>Teaching staff.</td>
<td>$ 300 P/L PAYP training. $ 5 000 for a new IW in the library.</td>
<td>P &amp; C Global</td>
<td>Curriculum and Assessment 1,2,3,5.</td>
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<td></td>
<td>Staff training and development using Web services. Review of best practice in other schools. Sharing of ideas and resources. Visit to Apollo Pathways to examine best practice. Shadowing.</td>
<td>All staff confidently and effectively using technology in their T/L programs in all of the KLA’s and in administration.</td>
<td>3</td>
<td>BAGO COS.</td>
<td></td>
<td></td>
<td>Curriculum and Assessment 1,2,3,5.</td>
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<td></td>
<td>Implementing forums and chats. Regular use of Connected Classroom for P/L and public speaking as well as all KLA’s.</td>
<td>Staff and students using Connected Classroom effectively and on a regular basis.</td>
<td>4</td>
<td>Principals and teaching staff of the small schools.</td>
<td></td>
<td></td>
<td>Curriculum and Assessment 1,2,3,5.</td>
</tr>
</tbody>
</table>

Principal’s initials: __________
### GOAL 5. To Meet The Learning Needs Of All Students.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Benchmarking in literacy and numeracy, PM and BURT tests. Identifying GATS and STLA students. Student input into curriculum. Individual T/L Programs implemented. Parents, staff and students annual needs survey. Basic Skills – Essential Facts and Figures books.</td>
<td>All students achieving their stage outcomes in literacy and numeracy. NAPLAN results. School and classroom assessments. Students’ work samples and portfolios.</td>
<td>$</td>
<td>Whole staff. Principal. Teaching staff. SSO</td>
<td>$450</td>
<td>Global</td>
<td>Leadership and Management 2,4,5. Curriculum and Assessment 1,2,3,6. Engagement and Attainment 1,2.</td>
</tr>
<tr>
<td></td>
<td>Classroom organisation. Setting up of classes to best meet the needs of all students. STLA students. Using our .1 Staffing differential to support all STLA students but with a focus on those in Stage 1 and Early Stage 1. Using ICT. Integration programs. Training and Development of staff.</td>
<td>STLA students achieving their stage outcomes in literacy and numeracy. NAPLAN results. School and classroom assessments. Students’ work samples and portfolios.</td>
<td>$</td>
<td>Principal. STLA Teacher. Teaching staff. SSO. Integration. School Counsellor. DO Support staff.</td>
<td>$2200</td>
<td>Integra. LAP</td>
<td>Leadership and Management 2,4,5. Curriculum and Assessment 1,2,3,6. Engagement and Attainment 1,2.</td>
</tr>
</tbody>
</table>

Principal’s initials: _________
### School priority area: GOAL 5. To Meet The Learning Needs Of All Students.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation $</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the strengths and individual learning needs of all students and assist students to reach their full potential.</td>
<td>Benchmarking in literacy and numeracy. PM and BURT tests. Identifying GATS and STLA students. Student input into curriculum. Individual T/L Programs implemented. Parents, staff and students annual needs survey. Basic Skills – Essential Facts and Figures books.</td>
<td>All students achieving their stage outcomes in literacy and numeracy. NAPLAN results. School and classroom assessments. Students’ work samples and portfolios.</td>
<td>1 2 3</td>
<td>Whole staff. Principal. Teaching staff. SSO</td>
<td>X $450</td>
<td>Global.</td>
<td>Leadership and Management 2,4,5. Curriculum and Assessment 1,2,3,6. Engagement and Attainment 1,2.</td>
</tr>
<tr>
<td>2. To assist students who have special learning needs by providing individual learning plans for them.</td>
<td>Classroom organisation. Setting up of classes to best meet the needs of all students. STLA students. Using our .1 Staffing differential to support all STLA students but with a focus on those in Stage 1 and Early Stage 1. Using ICT. Integration programs. Training and Development of staff.</td>
<td>STLA students achieving their stage outcomes in literacy and numeracy. NAPLAN results. School and classroom assessments. Students’ work samples and portfolios.</td>
<td></td>
<td>Principal STLA Teacher Teaching staff SSO Integration School Counsellor DO Support staff</td>
<td>X $2200</td>
<td>Integration. LAP</td>
<td>Curriculum and Assessment 2,4,5. Curriculum and Assessment 1,2,3,6. Engagement and Attainment 1,2.</td>
</tr>
<tr>
<td>3. To provide more challenging, dynamic and innovative ways of involving our GATS students in all KLA’s.</td>
<td>Encouraging participation in the Uni of NSW and any other appropriate competitions. Participation in Dance Festival. Participation in all KLA’s. Eg Sport, Art and Craft. Tennis and Dancing coaching. Byabarra Cup.</td>
<td>Uni of NSW and any other competition results. Students’ performances at the Wauchope Show. Dance Festival. Sporting achievements. Premier’s Spelling and Sport programs. Maths Olympiad. Public Speaking.</td>
<td></td>
<td>Teaching staff. Students. Parents. BAGO COS.</td>
<td>X $400</td>
<td>Global</td>
<td>Literacy and Numeracy 1,3,4,5,6.</td>
</tr>
</tbody>
</table>

Principal’s initials: __________
School priority area: **GOAL 6. To Evaluate Educational Management and Practice.**

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
</table>
| 1. To evaluate and report on the findings of **Teaching** in our 2014 Annual School Report. | School based survey on Teaching for  
- Students  
- Staff – Teaching and non teaching  
- Parents and community volunteers | Survey results  
Anecdotal records  
Suspensions and expulsions of students  
Attendance records  
Student mobility  
Parental and community involvement  
QSL Quality of School Life surveys  
Students achievements at high school  
SNAP / ELLA results  
Feedback from Yr 7 Adviser and students. | 1 2 3 | School Evaluation Team  
All teaching staff.  
Principal.  
SSO  
SED | X | | Leadership and Management  
1,2,3,4,5.  
Organisational Effectiveness  
2,3,4,5. |

Principal’s initials: _________
**School priority area:**  GOAL 6. To Evaluate Educational Management and Practice.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation $</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
</table>
| 1. To evaluate and report on the findings of **Culture** in our 2012 Annual School Report. | School based survey on Culture for  
• Students  
• Staff – Teaching and non teaching  
• Parents and community volunteers | Survey results  
Anecdotal records  
Suspensions and expulsions of students  
Attendance records  
Student mobility  
Parental and community involvement  
QSL Quality of School Life surveys  
Students achievements at high school  
SNAP / ELLA results  
Feedback from Yr 7 Adviser and students. | X | School Evaluation Team  
All teaching staff  
Principal  
SSO  
SED | | | Leadership and Management 1,2,3,4,5. Organisational Effectiveness 2,3,4,5. |
| 2. To evaluate and report on the findings of **Learning** in our 2013 Annual School Report. | School based survey on Management for  
• Students  
• Staff – Teaching and non teaching  
• Parents and community volunteers | | | | | Leadership and Management 1,2,3,4,5. Organisational Effectiveness 2,3,4,5. |
| 3. To evaluate and report on the findings of **Teaching** in our 2014 Annual School Report. | School based survey on School Leadership for  
• Students  
• Staff – Teaching and non teaching  
• Parents and community volunteers | | | | | Leadership and Management 1,2,3,4,5. Organisational Effectiveness 2,3,4,5. |

Principal’s initials: _________
## School priority area: 7. To Evaluate Our Key Learning Areas.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To evaluate and report the findings of <strong>English</strong> in our 2012 Annual School Report.</td>
<td>School based survey on English for • Students • Staff – Teaching and non teaching • Parents and community volunteers</td>
<td>Survey results Anecdotal records Suspensions and expulsions of students Attendance records Student mobility Parental and community involvement QSL Quality of School Life surveys Students achievements at high school SNAP / ELLA results Feedback from Yr 7 Adviser and students.</td>
<td>School Evaluation Team All teaching staff. Principal. SSO Consultant SED</td>
<td></td>
<td></td>
<td>Leadership and Management, 4 Organisational Effectiveness 2, 4,5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-3</td>
<td></td>
<td>X</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>2. To evaluate and report the findings of <strong>Mathematics</strong> in our 2013 Annual School Report.</td>
<td>School based survey on Mathematics for • Students • Staff – Teaching and non teaching • Parents and community volunteers</td>
<td></td>
<td>School Evaluation Team All teaching staff. Principal. SSO Consultant SED</td>
<td></td>
<td></td>
<td>Leadership and Management, 4 Organisational Effectiveness 2, 4,5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-3</td>
<td></td>
<td>X</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>3. To evaluate and report the findings of <strong>Science and Technology</strong> in our 2014 Annual School Report.</td>
<td>School based survey on Science and Technology for • Students • Staff – Teaching and non teaching • Parents and community volunteers</td>
<td></td>
<td>School Evaluation Team All staff. Principal. SSO Consultant SED</td>
<td></td>
<td></td>
<td>Leadership and Management, 4 Organisational Effectiveness 2, 4,5.</td>
<td></td>
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Huntingdon Public School Management Plan 2014

School priority area: 7. To Evaluate Our Key Learning Areas.

<table>
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<tr>
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<td>School based survey on Science and Technology for • Students • Staff – Teaching and non teaching • Parents and community volunteers</td>
<td>Survey results Anecdotal records Suspensions and expulsions of students Attendance records Student mobility Parental and community involvement QSL Quality of School Life surveys Students achievements at high school SNAP / ELLA results Feedback from Yr 7 Adviser and students.</td>
<td>1 2 3</td>
<td>X School Evaluation Team All teaching staff. Principal. SSO</td>
<td></td>
<td></td>
<td>Leadership and Management, 4 Organisation- al Effectiveness 2, 4,5.</td>
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</tbody>
</table>

Principal’s initials: __________
### School priority area: GOAL 8. To Provide Professional Development Opportunities For All Staff.

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation $</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To enable the teaching staff to attend professional development courses based on their identified needs.</td>
<td>Survey all staff. Attending Professional Learning activities on Best Start, QT and Leadership. Evaluation of current QT practices and QT framework. Teachers swapping classes and collaborative decision making when assessing students’ work. Staff meeting discussions.</td>
<td>Attendance at organised P/L courses based on need. Feedback. Strengthened teacher capacity to improve student learning outcomes. Teacher QT Survey and evaluation results.</td>
<td>X X X</td>
<td>Principal. All teaching staff.</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35. Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35.</td>
</tr>
<tr>
<td>2. To enable the staff to examine best practice in other schools in our network and other schools. Eg Connected Classrooms and Interactive Whiteboards.</td>
<td>Professional Learning needs identified and implemented for all staff. Critical reflection on educational practices using a collaborative approach.</td>
<td>Staff using exemplar and innovative ICT programs throughout the school. Staff areas of expertise best utilised. TARS successfully implemented. An improvement in the quality of teaching and learning programs. Feedback from training and development courses.</td>
<td>X X X</td>
<td>BAGO COS. Principal. Teaching staff. SSO</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35. Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35.</td>
</tr>
<tr>
<td>3. To motivate all staff to attend professional learning activities and enhance staff capability through shared knowledge of best practice.</td>
<td>Professional learning needs of staff identified and met. Combined School Development Days with the other small schools. Sharing of ideas and resources.</td>
<td>Percentage of staff who participate in professional activities. Surveys. A motivated and skilled staff. High quality teaching and professional standards.</td>
<td>X X X</td>
<td>Principal. All staff. SSO Consultant SED</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6.</td>
</tr>
</tbody>
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Principal’s initials: __________
### GOAL 8. To Provide Professional Development Opportunities For All Staff.

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<th>Expected outcomes and targets</th>
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<td>Attendance at organised P/L courses based on need. Feedback. Strengthened teacher capacity to improve student learning outcomes. Teacher QT Survey and evaluation results.</td>
<td>1</td>
<td>Principal. All teaching staff.</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35.</td>
</tr>
<tr>
<td>2. To enable the staff to examine best practice in other schools in our network and other schools. Eg Connected Classrooms and Interactive Whiteboards.</td>
<td>Professional Learning needs identified and implemented for all staff. Critical reflection on educational practises using a collaborative approach.</td>
<td>Staff using exemplar and innovative ICT programs throughout the school. Staff areas of expertise best utilised. TARS successfully implemented. An improvement in the quality of teaching and learning programs. Feedback from training and development courses.</td>
<td>1</td>
<td>BAGO COS. Principal. Teaching staff. SSO</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6. Organisational Effectiveness 1,3,35.</td>
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<td>3. To motivate all staff to attend professional learning activities and enhance staff capability through shared knowledge of best practice.</td>
<td>Professional learning needs of staff identified and met. Combined School Development Days with the other small schools. Sharing of ideas and resources.</td>
<td>Percentage of staff who participate in professional activities. Surveys. A motivated and skilled staff. High quality teaching and professional standards.</td>
<td>1</td>
<td>Principal. All staff. SSO Consultant SED</td>
<td>3 days. $ 300 x 3 = $ 900</td>
<td>P/L Global</td>
<td>Leadership and Management 1,2,4,5 Curriculum and Assessment 1,2,4,5,6.</td>
</tr>
</tbody>
</table>

Principal’s initials: __________
### Huntingdon Public School Management Plan 2012 – 2014

**School priority area:**  
**GOAL 9. To Provide A Happy, Safe And Caring School Environment That Is Conducive To Teaching And Learning.**

<table>
<thead>
<tr>
<th>Expected outcomes and targets</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
<th>Responsibility</th>
<th>Allocation $</th>
<th>Funding source</th>
<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To ensure the transition for Byabarra students and their families to our school is a positive and rewarding one.</td>
<td>Make our school a place where students have fun as they learn. Positive school culture. Treating parents and students as if they were members of your own family. P &amp; C Meet and Greet days. Working Bees.</td>
<td>Feedback from parents and students. Attendances. School retention.</td>
<td>X X X</td>
<td>Principal. All staff SSO SED Regional Director.</td>
<td>$ 2200 Integration</td>
<td>Byabarra Transition Program. Global</td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
<tr>
<td>2. To encourage enough students to our school so that we can employ an additional teacher and get an additional classroom.</td>
<td>Meeting students' needs. Positive school culture and climate. Media team – Newsletters.</td>
<td>School numbers. Class sizes. Non local and local applications for 2013 and beyond.</td>
<td>X X X</td>
<td>Principal All staff Pupil School Council SED</td>
<td></td>
<td></td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
<tr>
<td>3. To create a happy, safe and caring working environment by implementing an active Pupil School Council, OH&amp;S procedures and Student Welfare policies.</td>
<td>Pupil School Council involved in all aspects of school. Zero tolerance to inappropriate language, behaviour and violence. Maintenance issues identified and addressed.</td>
<td>School climate. Attendance and retention records. Suspension returns. Satisfactory PARS and TARS results. Client satisfaction. ASR.</td>
<td>X X X</td>
<td>Principal All staff SSO</td>
<td></td>
<td></td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
<tr>
<td>4. To improve our transition program for students going from Yr 6 to Yr 7 and our orientation program for students starting Kindergarten.</td>
<td>Feedback from previous students. Closer liaison with Wauchope High School. Visits during the year. Programs for Stage 3 students with other small schools. School socials. Major Excursion to Canberra. Kinder Orientation Days. Bago Community of Schools activities.</td>
<td>Staff areas of expertise best utilised. TARS successfully implemented Feedback from training and development courses. Better communication. Feedback from students in Yr7 about transition programs. Survey results from staff, parents and students.</td>
<td>X X X</td>
<td>Principal. BAGO COS Wauchope High School Principal. Yr 7 Advisor. Teaching staff.</td>
<td></td>
<td></td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
</tbody>
</table>

Principal’s initials: _________
### SCHOOL MANAGEMENT PLAN 2014

**Expected outcomes and targets**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators</th>
<th>Years</th>
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<th>Allocation $</th>
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<th>DET Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To encourage enough students to our school so that we can employ an additional teacher and get an additional classroom.</td>
<td>Make our school a place where students have fun as they learn. Positive school culture. Treating parents and students as if they were members of your own family. P &amp; C Meet and Greet days. Working Bees.</td>
<td>1 2 3</td>
<td>X Principal. All staff SSO SED Regional Director.</td>
<td>X X X</td>
<td>X</td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
<tr>
<td>2. To create a happy, safe and caring working environment by implementing an active Pupil School Council, OH&amp;S procedures and Student Welfare policies.</td>
<td>Meeting students' needs. Positive school culture and climate. Media team – Newsletters.</td>
<td>1 2 3</td>
<td>X Principal All staff Pupil School Council SED</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To improve our transition program for students going from Yr 6 to Yr 7 and our orientation program for students starting Kindergarten.</td>
<td>Pupil School Council involved in all aspects of school. Zero tolerance to inappropriate language, behaviour and violence. Maintenance issues identified and addressed. Feedback from previous students. Closer liaison with Wauchope High School. Visits during the year. Programs for Stage 3 students with other small schools. School socials. Major Excursion to Canberra Kinder Orientation Days. Bago Community of Schools activities.</td>
<td>1 2 3</td>
<td>X Principal. BAGO COS Wauchope High School Principal. Yr 7 Advisor. Teaching staff.</td>
<td>X</td>
<td></td>
<td>Leadership and Management 2,3. Engagement and Attainment 2,3,4,5,6,7 Organisational Effectiveness 1,2,3</td>
</tr>
</tbody>
</table>

**Indicator**

- Feedback from parents and students. Attendances. School retention.
- School numbers. Class sizes. Non local and local applications for 2013 and beyond.
- School climate. Attendance and retention records. Suspension returns. Satisfactory PARS and TARS results. Client satisfaction. ASR. Staff areas of expertise best utilised. TARS successfully implemented Feedback from training and development courses. Better communication. Feedback from students in Yr7 about transition programs. Survey results from staff, parents and students.

**Principal’s initials:** _________