

Moree Christian School

National Partnerships School Plan 2013

School Context

Moree Christian School is a K-10 School located in the town of Moree (Pop. 9300) in NSW. The school enrolments at the end of 2011 totalled 77 and are at present 94. In Years K-6 there are 57 students and in Years 7-10 there are 37 students. There are composite classes throughout the school, except Years 9 & 10, where core subjects are taught separately. There are two cross-stage classes namely: Kindergarten and Year 1 and Years 2, 3 and 4. Anticipated enrolments for 2013 indicate that the primary section will go single stage. This means that there will be a separate Kindergarten class, and composite class in Year 1&2, 3&4 and 5&6

Ten students are indigenous students and nine students speak English as their second language. Students come to the school from the town of Moree and the surrounding farms. Most of the students are bussed into school.

Through an intensive advertising campaign and frequent items in the local newspaper, the school is becoming better known in the community.

The School is situated in a quiet cul-de-sac which is ideal for safety, especially at pick-up times, but it means that the school is not in the public eye.

The school's Situational Analysis identified the key areas of Teacher Quality, Literacy development and the transition points to Kindergarten and Year 7 to be the foci for the 2013 National Partnership Plan

Priority Areas	Targets
1. Teacher Quality	<ol style="list-style-type: none">1. 65% of students in Secondary state that Teachers explain assessment tasks clearly by Term 3 20132. By the end of 2013, Teacher’s programs and teaching practice reflects the development of their pedagogical knowledge in the areas of Literacy Comprehension and student learning.3. 70% of Secondary students state that Teachers give good feedback by Term 3 2013 <p>2.1 80% students in Years 3, 5, 7 & 9 will achieve growth for their stage that is comparable or above that of the state in reading by December 2013</p> <p>2.2 Decrease the percentage of students in Years 3, 5, 7 and 9 at or below National Minimum Standard for reading from 20% to 15% by end 2013.</p>
2. Literacy: Reading	<p>3.1 Increase the number of Kindergarten students who attend preschool or transition to school from 50% to 100% by December 2013</p>

3. Transitions: Kindergarten & Year 7

Intended Outcomes:

Teacher Quality

- All staff reflect the professional learning in their programming and classroom practice.
- Collection and analysis of data becomes standard practice informing teaching and learning.
- Teacher quality is reflected in improved outcomes for students in Literacy: Reading

Literacy: Reading

- All students achieve development which is comparable to their age and stage
- NAPLAN data indicates consistent improvement in the Literacy Reading strand.

Transitions: Kindergarten & Year 7

- All students who enrol in Kindergarten attend the Kinder Transition Program
- All students in Year 7 feel confident to complete assessment tasks and receive helpful feedback

Priority Area 1: Teacher Quality

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
1	1	<p>Secondary staff adjust and improve teaching practice in order to improve student outcome, evidencing this in their programmes.</p>	<p>Provide professional development for secondary staff . The PD will link the teacher’s specific KLA with Teaching Pedagogy in order to improve student outcomes ie methodology/teaching practice</p> <p>Implement reciprocal reading as a whole school literacy strategy.</p>	Dec 2013	Secondary Co-ordinator	<p>Reciprocal reading consultant for whole school professional development.</p> <p>Accommodation: \$278.00</p> <p>PD Cost incl travel \$3636.36 over days</p> <p>Relief: \$1274.62</p> <p>Total=\$5188.98</p>

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
2	1	Teachers are using a common language and developing teaching strategies that are common in Stage 3 and 4	<p>Provide release for Stage 3 teachers to model primary pedagogy to secondary teachers (vice versa) as part of a transition program between the Secondary and the Primary school.</p> <p>Implement shared language between Stage 3 and Stage 4 through all KLA's</p> <p>Develop teaching strategies that will allow a smooth transition from Year 6 to Year 7</p>			Stage 3 teacher to observe Secondary teachers.
3	1	Programs and teaching practice are reflecting differentiation in Primary and Secondary.	<p>Employ a mentor who will train, model and support whole staff in differentiating in programmes.</p> <p>Provide release time for Primary and Secondary staff for mentoring on differentiation and programming differentiation.</p> <p>Provide Secondary English Teacher and Primary School Coordinator with professional development in differentiation and programming to supplement mentoring.</p>	Dec 2013	Principal	<p>Employment:</p> <p>Mentor \$2442.60</p> <p>Release: \$ 1614.00</p> <p>Secondary teacher/primary Coordinator PD: Course: No invoice received</p> <p>Travel: \$ 1161.82</p> <p>Accommodation/Transport/Meals: \$842.51</p> <p>Relief: \$717.34 Total = 6778.27</p>

			Provide Secondary English teacher and Stage 2&3 teachers with professional development in inferential comprehension, literacy rich texts and programming and inferential reading			<p>AIS Professional learning: Flights \$500 (x3) Accom: \$230 (x4 nights) Taxi: \$75 (x 3) Meals: \$60 (x3) RFF: \$367.64 (x4)</p> <p>TOTAL: 4295.56</p>
4	3	Primary and Secondary Staff work collaboratively with staff and students using technology in teaching Literacy.	Use Google apps for education and online learning environments such as class websites, forums, class e-books, email, and Google Drive the school is able to engage in the literacy strategies outlined in the reciprocal reading approach in a collaborative manner online both on and off campus.	Dec 2013	Secondary Co-ordinator	<p>Chromebooks: \$400x17 Total = \$5593</p>
5	1	Secondary and Primary staff are meeting regularly planning and reviewing Scope and Sequence.	Hold two staff meetings per term to form a clear scope and sequence Literacy	Dec 2013	Mentor	<p>Scope & sequence 2x2hr PD's each term -Staff meeting</p> <p><i>Catering for extended staff meeting School Contribution \$100</i></p>

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
6	1	All teachers are using technology in teaching Literacy.	<p>Provide whole school staff training in the use of technology.</p> <p>Program the use of technology, evidencing this in classroom practice.</p>	<p>July 2013</p> <p>Term 4</p>	Principal	<p>Two day PD seminar /training in the use of IWB/iPads On site visit from AIS consultant</p> <p>PD Cost including travel/accomm= \$1300</p> <p>One day seminar "Beyond the Textbook" by TTA</p> <p>PD/Travel : \$1895.55</p> <p>Total = \$3195.55</p> <p><i>School contribution 1 x Bundle of 10 iPads and covers</i></p> <p><i>School contribution \$4700</i></p>
7	1	A structured mentoring program is in place	Reduce teaching load of Principal to support teachers in teaching practice, implementation of individual professional learning plans, programming and oversee mentoring program	February 2013	Principal	<p>Employment costs to cover Principal's reduced teaching load</p> <p>Total = \$15649.25</p>

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
8	2	Students experience consistent and improved quality of teaching across all KLAs	<p>Implement MCS Teacher Performance Appraisal Process to develop of individual professional learning plans.</p> <p>Develop a Teacher Growth and Development Policy</p> <p>Develop individual professional learning plans to enhance student achievement.</p>	December 2013	Principal	<p>Professional Consultants - \$2700</p> <p>Flights/Accommodation/incidentals (due to remoteness) - \$1530</p> <p>Total -\$2836.37</p>
9	4	Teachers analyse student data to inform teaching practice.	<p>Establish the use of data to inform programming and teaching practice.</p> <p>The use of the ARC website to compare class work samples with BOS graded samples.</p> <p>The purchasing of PAT tests to assess against external standards.</p> <p>Assess the data from these to inform teaching practice.</p>	July 2013	Secondary Co-ordinator	<p><i>School contribution:</i></p> <p><i>PAT tests for Numeracy and Literacy whole school.</i></p> <p><i>12 Month unlimited 3 assessment program</i></p> <p><i>\$450</i></p> <p><i>Tests of Reading Comprehension</i></p> <p><i>\$170</i></p> <p><i>DART manual \$140</i></p> <p><i>(School contribution: \$760)</i></p>

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
10	5	<p>Successful implementation of National Partnerships program in the school</p> <p>2013 National Partnership plan is evaluated and 2014 Plan is developed.</p>	<p>Additional release for National Partnership co-ordinators to lead, manage and monitor.</p> <p>Additional release for National Partnership co-ordinators to evaluate 2013 plan and develop 2014 Plan</p>	<p>December 2013</p> <p>December 2013</p>	<p>Principal</p> <p>Principal</p>	<p>Primary Co-ordinator: <i>School contribution \$7600</i></p> <p>Secondary Co-ordinator: 1 x relief day per fortnight</p> <p>Total = \$6288.48</p> <p>School contribution: <i>3x RFF @ \$400/day=\$1200 x 2 staff = \$2400</i></p>
11	1	Leadership of National Partnerships programme successfully implemented in school.	School executive and coordinators participate in Low SES National Partnerships Leadership Course 2013	December 2013	Principal	<p>Per Person per PD: Travel:\$1887.82 Accommodation: \$1095.91 PD Cost:\$1000</p> <p>Total = \$3983.73</p>

Line	Reform	Indicators	Strategies	Time frame 2013	Responsibility	Resource Allocation & Funding Structure
12	4	<p>All teachers consistently access NAPLAN Smart data when evaluating and preparing class programs and teaching practice.</p> <p>Teachers are analysing and using data collected to inform their literacy teaching</p>	<p>Provide professional development on how to use SMART data and NAPLAN teaching strategies.</p> <p>Establish a practice of regular use of SMART for analysis of NAPLAN data at whole school and class levels to identify strengths and weaknesses with alignment to syllabus outcomes.</p> <p>Provide timetabled release for the staff to analyse and respond to data, and adjust programmes to reflect NAPLAN teaching strategies.</p>	March 2013		<p>PD: AIS provided</p> <p>Total: \$450</p> <p>Catering: School contribution \$100</p> <p>Release time factored into time spent with mentor see line 2</p>
13	1	<p>Clear scope and sequence evident in teachers' programs regarding Literacy Reading.</p> <p>Teachers are implementing explicit strategies in the teaching of reading.</p> <p>Students are increasing their literacy skills thereby increasing engagement in learning.</p>	<p>Involve both Primary and Secondary teachers in developing a scope and sequence for Literacy from K-10</p> <p>Access professional development specific to the teaching of comprehension skills such as Reciprocal Reading.</p> <p>Provide release for collaborative planning of reading strategies by Primary</p>	December 2013		<p>Staff meetings with mentor see line 2</p> <p>2 day in service PD on Reciprocal Reading strategies and programming for reading.</p> <p>PD: \$1300</p> <p>One additional relief day per teacher per PD:</p> <p>3 days x 2 Relief teachers</p> <p>Relief \$745.21</p> <p>Total = \$2 045.21</p>
Line	Reform	Indicators	Strategies	Time	Resp	Resource Allocation &

	m			frame 2013	onsi bility	Funding Structure
14	4	<p>Targeted students are reading an increased number of books.</p> <p>Structured learning programs for one to one teaching for targeted students.</p>	<p>Provide students with an intensive, structured systematic program carried out within a one to one teaching environment</p>	December 2013		<p>Multilit materials for 15 students: \$25x15</p> <p>School contribution \$375</p>
15	4	<p>Student engagement and achievement in reading are reflected in Running Records and Comprehension assessments.</p>	<p>Expose the students to varied text types at appropriate age and stage levels using DEEWR The School Magazine.</p> <p>Provide students the opportunity to read literacy rich texts recommended by the Board of Studies (as class sets) to further develop Reciprocal Reading skills.</p>	March 2013		<p>Purchase:</p> <p>DEEWR The School Magazine All stages plus Teacher manual</p> <p>Total = \$1287.47</p>
16	3	<p>Students are confidently reading and sharing their experiences in reading.</p>	<p>Employ paraprofessional to deliver MULTILIT to targeted students</p> <p>Employ a Library paraprofessional who will run programs such as the Premier's challenge, Book clubs etc.</p> <p>Organise Literacy and Numeracy resources for easy access by teachers</p> <p>Open the Library during recess and lunch</p>	December 2013		<p>Employment:</p> <p>Employ paraprofessional 3 x per week to deliver MULTILIT program</p> <p>\$250per day/\$750 per week/for 3 Terms</p> <p>Total = \$ 19681.73</p> <p>Paraprofessional to run Library and various reading activities 3x per week. This person would also be employed as the MULTILIT teacher.</p> <p>Total = \$7000</p>

Priority Area 3: Transition

Line	Ref or m	Indicators	Strategies	Time frame 2013	Resp onsi bility	Resource Allocation & Funding Structure
17	1	<p>Primary school classes are separated according to learning stages and students are achieving at a stage and age appropriate levels.</p> <p>Literacy specialist is mentoring teachers, building teacher capacity and student reading outcomes.</p>	<p>Separate Primary school into stages so that students are meeting syllabus outcomes.</p> <p>Employ a Literacy specialist to improve student outcomes in the primary school. The specialist will mentor Primary teachers and observe lessons in order to build teacher capacity.</p> <p>Provide release for Literacy Specialist to provide mentoring and PD for teachers.</p>	January 2013		<p>Employment:</p> <p>Employ and additional teacher in the primary school who is specialised in Literacy to be employed 5 days at 0.80FTE.</p> <p>In addition to their literacy role, this staff member will teach a separate Stage 1 class.</p> <p>Total = \$78 504.16</p> <p><i>School to contribute balance to employ teacher at 1.0 FTE.</i></p> <p>School Contribution approx \$20000</p> <p>Release</p>

18	6	Kindergarten students are “school ready” having basic knowledge of school routine, pencil grip, recognition of certain numbers and letters.	Implementing a Kinder Transition program to ensure students are school ready for their Kinder year.	October 2013	<p>Employment</p> <p>4th term:</p> <p>\$400/day X 5 days/week = \$2000 X 10 weeks Total = \$ 17 216.16</p>
19	4	Students are transitioning from Primary to Secondary School with greater confidence and improved learning outcomes	Discussions to evaluate transition and apply relevant ideas for Transition to Yr 7 to be held during staff meetings once a month.	December 2013	<p>This will take place during staff meetings after school</p> <p><i>Catering: School contribution \$100</i></p>
20	1	Term 4 Kindergarten Transition program running.	<p>Visit a school that has a successful Kinder Transition programme.</p> <p>Implement a Kindergarten Transition program.</p>	September 2013	<p>1 Day visit with 1 day travel for 2 teachers to Tamworth <i>School contribution Fuel</i></p> <p>Release for 1 day for 1 teacher (Not needed)</p> <p>Transition Resourcing Total = \$2006.08</p> <p>Release to programme and collaborate 1x full day x 2 teachers (Not needed)</p>
21	4	Analysis of PAT test data is used to inform programming and teaching practice and placement of new students in order to optimise their learning outcomes.	All new students to sit placement tests in Numeracy and Literacy in order to determine baseline.	December 2013	<i>School Contribution line 8</i>