

KINGSTOWN PUBLIC SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Kingstown Public School, located in a rural setting near the towns of Uralla and Bundarra in the New England Region, is a small, country primary school consisting of two classes, an Upper Division class (3-6) and Lower Division class (K-2). We have a stable enrolment and at present have 36 students enrolled. We know our students well and offer personalised learning opportunities. We have two permanent teaching staff, one part time teacher for Library and Release from Face to Face teaching, one part time aid and an IT specialist employed once a week. The school has a bus service and Preschool in the grounds next to the school, which operates twice a week. The preschool teachers and the primary school work together well and offer a Transition Kindergarten Program in Term Four. Kingstown School has a close knit supportive community where staff, students, parents and carers know each other well. Our P&C is hard working and very involved in the life of the school. It is made up of members from the local rural community. The students are involved in a variety of learning activities throughout the year from Land Care camps to sport clinics, art camps and Small School Events. We offer a Language Enrichment Program in Mandarin for students from Kinder to Year 6, once a week, in Terms Two and Three through the Connected Classroom. We organise a successful annual Small School Rugby Day at Uralla and an annual Small Schools Cross Country at a nearby property, as well as an annual two week School Swimming Program for our students, which is run by a qualified swimming instructor. The school community always has direct access to the Principal and any concerns can be dealt with immediately. The welfare of our students is a high priority and we instil the five "You Can Do It!" keys into our day to day running of our school. We provide a high expectation learning environment with opportunities for senior students to lead and mentor younger students. Reading and Numeracy are school priorities. Our 2012 NAPLAN results indicated that all Year 5 students achieved above the national average in Numeracy and all achieved in the higher bands for reading.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
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Literacy Numeracy	Students will achieve at or above their expected growth in NAPLAN Student will achieve at or above their expected growth in NAPLAN
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TARGET/S

2012
 Literacy: To increase student achievement on the Reading strand of NAPLAN
 Numeracy: To increase student growth on the Numeracy strand of NAPLAN
 Revise Emergency Flood Procedures and School Evacuation

2013
 Literacy: To increase Year 5 expected growth on two strands of Literacy in NAPLAN
 Numeracy: To increase Year 5 expected growth on two strands of Numeracy in NAPLAN

2014
 Literacy: To increase Year 5 expected growth on two strands of Literacy in NAPLAN
 Numeracy: Increase the average growth on the Numeracy aspect of NAPLAN at Year 5
 Curriculum and Assessment: Review School Plan

PRINCIPAL'S SIGNATURE	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;">SED ENDORSEMENT</td> <td style="width: 40%; border: none;">DATE</td> </tr> </table>	SED ENDORSEMENT	DATE
SED ENDORSEMENT	DATE		

OUTCOME/S	Students will achieve at or above their expected growth in NAPLAN	TARGET/S	2012 Literacy: To improve student literacy on the Reading strand of NAPLAN 2013 Literacy: To increase Year 5 expected growth on two strands of NAPLAN 2014 Literacy: To increase Year 5 student's expected growth on two strands of NAPLAN	STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET	

		2012	2013	2014			
Professional learning: New English Syllabus training	School Familiarisation and training Principal Training: Term One Our School and the New Curriculum Staff Training:		X	X	Principal		
Reading Teaching focus on NAPLAN style questions-Main idea, skimming and scanning, poetry and inferential comprehension	Term Two: School Development Day: Implementing the new English Syllabus in Small Schools	X	X	X	All staff LaST		
<i>The Focus on Reading</i> program is implemented as professional learning for teachers and integrated into teaching and learning	Improved performance of independent assessment tasks using NAPLAN Reading Tests	X	X		All staff LaST		N/A After School Workshops
Create reading assessment tasks that align with NAPLAN assessment and are used as moderated common assessment tasks	Teachers commenced training in <i>FOR</i> (2012)Complete end 2013	X	X	X	Principal		
Persuasive Writing Increased use of visual texts as stimulus for persuasive writing Implement student success criteria for writing persuasive texts	Teachers trained will have in their programs English syllabus reading outcomes clearly linked with <i>FOR</i> - Comprehension Strategies each term		X	X	Principal		
	<i>FOR</i> strategies implemented – Science and Technology and HSIE		X	X	All Staff		
	Increased use of visual texts in NAPLAN style type assessments for persuasive writing Student use success criteria checklist to improve writing persuasive texts Student achievement matched to success criteria on writing assessment tasks will show improvement.						

SCHOOL IDENTIFIED PRIORITY: Numeracy

OUTCOME/S	Improve numeracy performance in the school so that student growth is higher than state growth on NAPLAN	TARGET/S	2012 Numeracy: To increase student performance on the Numeracy strand of NAPLAN 2013 Numeracy: To increase Year 5 expected growth on two strands on NAPLAN. 2014 Numeracy: To increase year 5 expected growth on two strands on NAPLAN					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
<p>The <i>Exemplary Mathematics</i> teaching program is implemented as professional learning for teachers and integrated in teaching and learning</p> <p>Conduct lesson observations of mathematics lessons with detailed feedback to teachers on using the <i>Exemplary Mathematics</i> teaching program</p> <p>Morning Maths Lessons –Three mornings a week Teaching Focus on mathematical vocabulary and working mathematically (All School) Teaching Newman’s Analysis Year 3 -6 Focus: Two Step Problems. Using NAPLAN questions</p> <p>Create assessment tasks that align with NAPLAN assessment and are used as moderated common assessment tasks</p>		All staff trained	2012 X	2013	2014	Principal		
		Teacher programs on a term basis are monitored by executive as part of TARS through lesson observations and debriefs with teachers		X	X	Principal		
		Student performance on EMSAD online tests used to measure improvement on 6 month basis		X	X	Principal		
		Assessment tasks based on a variety of question types including NAPLAN style questions and student observation		X	X	All staff LaST		
		Improved performance in assessment						

OUTCOME/S		TARGET/S					
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET

SCHOOL IDENTIFIED PRIORITY : CURRICULUM AND ASSESSMENT

OUTCOME/S	Curriculum & Assessment	TARGET/S						
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
			2012	2013	2014			