Lockhart Central School

School Plan

2009-2011
Lockhart Central School
School Plan for 2009-2011

School context

Lockhart Central School is a K-12 central school located in the rural community of Lockhart. It is the only school in the Lockhart Shire to offer the Higher School Certificate to students. The school is situated 65 kilometres south west from Wagga Wagga. The school has approximately 112 full time students. Lockhart Central School is supported by an energetic community lead by the P&C.

<table>
<thead>
<tr>
<th>School Priority Areas (3 year horizon)</th>
<th>Intended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
<td>➢ School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy and Numeracy</td>
</tr>
<tr>
<td>• Numeracy</td>
<td>➢ The Quality Teaching Framework will be a key instrument used to improve student outcomes</td>
</tr>
<tr>
<td>• Retention</td>
<td>➢ Innovative technology usage will enhance learning in every classroom. Increased competency levels will be demonstrated by staff and students</td>
</tr>
<tr>
<td></td>
<td>➢ A range of data will demonstrate a diminished gap between achievement levels for Aboriginal and non-Aboriginal students</td>
</tr>
</tbody>
</table>

2011 Targets

- By 2011 all students will achieve growth rates equal to or greater than state norms in literacy and numeracy
- By 2011 retention rates for students completing Year 12 or entering recognised vocational training will be 80%
- BY 2011 K-6 attendance rates will have increased to 96% and 7-12 rates increased to 92%

The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal: Richard Schell</th>
<th>Date: 28/01/2011</th>
<th>School Education Director: John Dowling</th>
<th>Date: 28/01/2011</th>
</tr>
</thead>
</table>

Principal's initials: Richard Schell
School Education Director's Initials: [Signature]
Lockhart Central School Plan

School Priority Area: Literacy

Intended Outcomes: School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy
Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes
Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students
Diminished gap in Literacy achievements between Aboriginal and non-Aboriginal students

Target:
2009 - 85% of students are placed at minimum standard or above in NAPLAN
2010 - 90% of students are placed at minimum standard or above in NAPLAN
2011 - 95% of students are placed at minimum standard or above in NAPLAN

Revised Literacy (Reading) 2010-2011 Targets:
Year 3 – 20% of students will achieve proficiency (2010 actual = 11%)
Year 5 – 44% of students will achieve proficiency (2010 actual = 7%)
Year 7 – 27% of students will achieve proficiency (2010 actual = 37%)
Year 9 – 20% of students will achieve proficiency (2010 actual = 20%)
ATSI – improve the average result by 1 band

<table>
<thead>
<tr>
<th>2010-2011 Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Time Frame</th>
<th>20010 -11 Resource Allocation and Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ NAPLAN data analysis shows a decrease in the number of students below minimum standard</td>
<td>Analysis of individual students’ needs and provision of appropriate support</td>
<td>Principal and Assistant Principal</td>
<td>X</td>
<td>Smart Data Analysis Workshops NP funded $2300</td>
</tr>
<tr>
<td>✓ NAPLAN data analysis shows an increase in the number of students meeting the proficiency Standard</td>
<td>Formation of a School Self-Evaluation Team to compile a School Self-Evaluation Report on Literacy (Reading)</td>
<td>Principal and Assistant Principal School Self-Evaluation Team</td>
<td>X</td>
<td>Casual Release and attending ‘Team Leadership for School Improvement course (NP funded $4831)</td>
</tr>
<tr>
<td>✓ Targeted groups to show growth at least commensurate with school population</td>
<td>Implementing focussed literacy programs throughout the school including:</td>
<td>School Classroom Program Facilitator Teacher/Learning(T/L) Leader 3-6 staff</td>
<td>X</td>
<td>Regional Literacy Consultants, T/L and Staff Training</td>
</tr>
<tr>
<td>✓ Analysis of individual students’ needs and provision of appropriate support</td>
<td>• Focus on Reading 3-6 – all K-6 Staff trained and targeted 7-12 staff trained in 2011</td>
<td>Teachers trained in program 3-6 staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Formation of a School Self-Evaluation Team to compile a School Self-Evaluation Report on Literacy (Reading)</td>
<td>• Language, Learning and Literacy (L3) – Stage 1 teacher to attend training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Implementing focussed literacy programs throughout the school including:</td>
<td>• Working Out What Works (WOWW) Reading</td>
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</tbody>
</table>

Page 4
Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.

- Tutor Program and Remedial Literacy program including planned integrated approach to improving outcomes for Aboriginal students. Personalised Learning Plans developed and broader implementation of WOWW from K-9.

Classroom Leader and teachers professional learning.

Participation in the Best Start Assessment Program designed to identify the literacy knowledge and skills that each student brings to school as they enter Kindergarten and that will be used to inform teaching:
- Best Start
- L3

Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions:
- Parent meetings related to learning styles, home activities, reading and learning together
- Newsletter articles on “Reader and Author of the week”
- Storytime 0-5 Reading program
- K-3 Home Reading Program
- 4-6 Home Reading utilising library resources
  Establishment of better Home Reading for all students K-6.

Development of a strategic and systematic K-12 assessment program which will require:
- Consistency of teacher judgement
- Monitoring of student work
- Tracking of student progress
- Programming which is responsive to student needs – K-6 diagnostic assessment tracking students and developing PLP's

- School’s Best Start Facilitator and K-2 Staff
- All staff including office staff
- T/L School Leader
- WOWW Teachers
- Executive
- All Staff

- Literacy and LST Team
- All staff
- All Staff
- Principal as leader

- Executive
- All staff
- Executive/LST

- NP funded $1000

- Teacher release $59,812

- Regional Literacy Consultants Department and NP Funded $1000

- Release Time NP funded $5500

- Staff release supported by Regional consultancy team – NP Funded $1000
| School planning for and supporting students at key transition points |
| School demonstrating effective use of the full range of ICT learning tools and interactive technologies |

- Ensure monitoring and evaluation processes are in place and include more opportunities for student progress to be shared with students and parents on a regular basis.

**Development of strategic professional learning plans to ensure the effective use of ICT’s as teaching and learning tools.**

- All staff trained in the use IWB’s and how to program quality units of work incorporating their use.
- Purchase of extra DERvices for classroom enrichment program in middle school.

| DER $1000 |
| Computer Coordinator Tied |
| Grant $6000 |
Lockhart Central School Plan

School Priority Area: Numeracy

Intended Outcomes: School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy. Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes. Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students. Diminished gap in Numeracy achievements between Aboriginal and non-Aboriginal students.

Target: 2009 - 85% of students are placed at minimum standard or above in NAPLAN
2010 - 90% of students are placed at minimum standard or above in NAPLAN
2011 - 95% of students are placed at minimum standard or above in NAPLAN

Revised Numeracy 2010-2011 Targets:
- Year 3 – 40% of students will achieve proficiency (2010 actual = 22%)
- Year 5 – 44% of students will achieve proficiency (2010 actual = 14%)
- Year 7 – 27% of students will achieve proficiency (2010 actual = 13%)
- Year 9 – 32% of students will achieve proficiency (2010 actual = 20%)
- ATSI – improve the average result by 1 band

<table>
<thead>
<tr>
<th>2010 - 2011 Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Time Frame 09</th>
<th>Time Frame 10</th>
<th>Time Frame 11</th>
<th>2010-11 Resource Allocation and Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN data analysis shows a decrease in the number of students below minimum standard</td>
<td>• Professional learning for teaching staff in analysis techniques and establishment of specific student goals</td>
<td>Principal as leader</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>TPL $2100 Regional Numeracy Consultants</td>
</tr>
<tr>
<td>NAPLAN data analysis shows an increase in the number of students meeting the proficiency Standard</td>
<td>• Participation in professional learning opportunities that develop numeracy expertise - TOWN</td>
<td>All staff</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Learning in CMIT and Counting On to ensure the quality of implementation and assessment</td>
<td>AP co-ordinate</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use Best Start analysis to inform individual student learning needs in Kindergarten</td>
<td>CRT</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and</td>
<td>CRT, AP</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Targeted groups to show growth at least commensurate with school population</td>
<td></td>
<td>Principal as leader</td>
<td>[ ]</td>
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</table>
Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery

Quality professional learning opportunities provided for all staff

Increased levels of achievement for all students

School planning for and supporting students at key transition points

- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Quality professional learning opportunities provided for all staff
- Increased levels of achievement for all students
- School planning for and supporting students at key transition points

School based data
- Count Me In Too and Counting On strategies used to strengthen the teaching of the number strand in Mathematics
- Utilise Maths Consultant – Karen Henry to assist with staff training and to provide feedback on lesson delivery and to demonstrate concepts to teachers.

- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms
  - Quality teaching elements to be incorporated into all aspects of teaching numeracy with focus on Significance and higher order thinking.
  - Continued PL to embed “Working Mathematically” into teaching programs e.g. Language of Maths
  - Engagement of Regional personnel to optimise staff learning
  - Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties
  - Resource development – an audit to be conducted and resources purchased. Central resource area to be established.

- Initiatives to increase parent involvement in learning process
  - Storytime program to support Kindergarten transition program
  - Providing parents with information through regular numeracy articles in newsletter and Information evenings

- All staff
- All staff
- Principal as leader
- CRT co-ordinate
- Exec to coordinate
- All staff
- Principal as leader

Regional numeracy consultants

TPL $2100

NP funded
Lockhart Central School Plan

School Priority Area:  Retention

Intended Outcomes: 80% of students complete Year 12 or enter recognised vocational training
Secondary attendance increase to over 92%
Decrease in suspensions by 15%

Target: Retention Rate in 2006-2008 averaged 50%
2009 increase to 60%
2010 increase to 70%
2011 increase to 80%

- School demonstrating effective use of the full range of ICT learning tools and interactive technologies

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<th>Responsibility</th>
<th>Time Frame</th>
<th>2010-11 Resource Allocation and Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of students at risk of non-completion</td>
<td>Review of retention and destination data of Stage 5 and 6 students</td>
<td>Career Teacher HTSS</td>
<td>X</td>
<td>X X X STW Grant</td>
</tr>
<tr>
<td>Case management by Youth Connections</td>
<td></td>
<td>Career Teacher HTSS</td>
<td>X</td>
<td>X X X</td>
</tr>
<tr>
<td>Extended links with Wagga TAFE with Stage 5 VET; Come and Try Day</td>
<td></td>
<td>Year Advisers HTSS</td>
<td>X</td>
<td>X X X</td>
</tr>
</tbody>
</table>
| Improved follow-up with unsatisfactory attendance | • Identification of students at risk. Meetings with their parents. Tracking ‘N’ awards, writing letters and follow-up by year advisers  
• Implementation of individual School to Work plans - Stage 5 and 6  
Non Violent Crisis Intervention and Positive Behaviour for Learning implemented into school policy and procedures.  
• Explicit teaching of PBL framework to boost student engagement in learning by increasing attendance and retention and improving student behaviour.  
Provision of Professional Learning on engagement of post compulsory students  
• Explicit teaching of the development of independent learning habits of students  
• Quality teaching model with respect to relevance and engagement evident in teaching programs and in daily lessons  
• Staff and external agencies mentoring students at risk across stages and including social and life skills development  
• Develop partnerships with local organisations to provide transition opportunities for Stage 5 and 6 students  
Connected Classroom  
• Targeted professional learning on DER laptop pedagogies  
• Plan to use connected classroom to form part of individual professional development plan  
• Expansion of curriculum offerings through the use of TAFE, access programs, other schools, virtual excursions, video conferencing – providing expanded networks  
• Use of Riverina Access Program to expand  |
| HTSS and youth Connections | X | X | X |
| PBL team |  |
| Exec; CRT | X | X |
| HTSS | X |  |
| HTSS; CRT | X |  |
| Careers co-ordinator | X | X |  |
| Global funds |  |
| STW Grant |  |
| DER $2100 |  |
**curriculum**

**Develop an ethos of Service-Learning and Volunteering across Stages 5 & 6**
- Establishment of management team and pilot group
- Planned growth and expansion of initial pilot group of students
- Expansion of initial community groups involved in scheme
- Reporting mechanisms to acknowledge community involvement
- Close monitoring and evaluation of scheme

<table>
<thead>
<tr>
<th>HTSS and Transition advisor</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>SVSL grant $3300 in teacher relief costs</th>
</tr>
</thead>
</table>
**Activity Title:** Lockhart Central School  
**Reform Elements:**  
1. Effective, evidence-based teaching  
2. Strong leadership and whole school engagement in literacy and numeracy  
3. Monitoring school and student performance to identify when support is needed

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Reform elements</th>
<th>Notes</th>
<th>2010/11 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Leader and teachers’ professional learning</td>
<td>1 &amp; 3</td>
<td></td>
<td>$ 59,812</td>
</tr>
<tr>
<td>Support for teachers to participate in SMART data e-learning</td>
<td>1&amp;3</td>
<td>release days for staff involved and meals</td>
<td>$ 2,300</td>
</tr>
<tr>
<td>Support for ongoing implementation for leadership team program</td>
<td>2</td>
<td>administration expenses, release and meals</td>
<td>$ 3,000</td>
</tr>
<tr>
<td>Support for whole school-self evaluation monitoring activities</td>
<td>3</td>
<td>release days to support staff involved</td>
<td>$ 1,831</td>
</tr>
<tr>
<td>Reading OR Numeracy whole school program ongoing implementation</td>
<td>172</td>
<td>Phase 3 training costs and texts to support program. (FOR)</td>
<td>$ 5,500</td>
</tr>
<tr>
<td>Reading OR Numeracy individual student intervention</td>
<td>3</td>
<td>Ongoing administration and release costs including awards for students. (WOWW)</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Support for teachers to participate in Cultural Immersion and curriculum integration</td>
<td>1&amp;3</td>
<td>Casual relief and associated costs.</td>
<td>$ 2,100</td>
</tr>
<tr>
<td>Contribution to regional support (if relevant)</td>
<td>3</td>
<td>Regional Administration support</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>General operating expenses</td>
<td>1</td>
<td>Resources + Support for 0-5 years reading program and transition to school program</td>
<td>$ 13,101</td>
</tr>
</tbody>
</table>

**Total Budget plan 2010/11** $ 89,644