

# St Joseph's Primary School

## Mungindi

### Annual Development Plan

#### 2011

A resource for reviewing school effectiveness, improvement and quality assurance to inform development of ADP



**The Annual Development Plan is informed by the School's Educational Audit, School Self review, National Safe Schools Framework, Principal Appraisal and Staff Input. This plan will drive the school practice in 2011.**

## KEY AREA 1: Catholic Identity and Religious Education

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY	EVIDENCE
<b>Spiritual Formation</b>	A culture of spirituality is an integral part of the life of the school.	CSO Annual Retreat Visit from Diocesan Spirituality team.	REC HOR Spirituality Team	Retreat held in Term 3/4
<b>Prayer and Liturgy</b>	Staff more informed about types of prayer and how to implement a variety into the everyday life of the school.	In-service staff on prayer during staff meeting  Sign St Joseph's up to RE-ONLINE	REC HOR  Principal REC	Staff meeting minutes note in-service of staff.  Teachers using RE-ONLINE as a resource when planning units.
<b>Religious Education</b>	School community informed and aware of the new Roman Missal that will become operational in 2011  Effective implementation of Aboriginal Perspectives document created by Diocesan REC's in 2011	Liaise with Parish Priest and Pastoral Associates.  Professional Development Day – all staff In-service using the resource 'Become one Body, one Spirit in Christ.' ( <i>in Moree</i> )  School resources will need to be updated to reflect the new missal.  Liaise with School board on budgeting for incurred expenses.  Provide staff with hard and electronic copies of the document to incorporate into their programs	HOR Principal  REC Class teacher  Liaise with Parish Priest and Pastoral Associates.   REC Class teacher	Staff meeting minutes note in-service of staff.  School resources reflect the new missal.  Planned liturgies and Masses reflect the new missal.   Aboriginal Perspectives found in teachers Religious Education programs.
<b>Sacramental Programs</b>	Catholic children in Year 3 will receive the Sacraments of Penance and Eucharist.  The Catholic Year 5 and Year 6 students will receive the Sacrament of Confirmation.	Identify those children who wish to receive Sacraments.  Letter to parents. Classroom RE Program will include units on Reconciliation, Eucharist and Confirmation.  Preparation to include sessions with Pastoral Associates.	Principal REC Year 3 Teacher Year 5/6 Teacher Pastoral Associates Parish Priest	Sacramental Programs

## KEY AREA 2: Organisation and Management (Administration)

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY	EVIDENCE
<p><b>Professional Development</b></p> <p>A culture of staff development that ensures teachers stay abreast of developing educational trends and practices that are built on action research principles.</p>	<p>Professional Development will be targeted to align with school ADP</p> <p>To link CAP initiatives with the ADP.</p>	<p>Principal will liaise with RSS re appropriate PD.</p> <p>Use Professional Development opportunities provided through CAP</p>	<p>Principal</p> <p>DEC</p> <p>CAP Network</p> <p>Shirley Fuller</p>	<p>Appropriate professional development accessed and documentation kept on file.</p> <p>PD application and evaluation</p> <p>NSW Institute teachers list PD on their file.</p> <p>CAP Plan</p>
<p><b>Facilities and Resources</b></p>	<p>Refurbishment of hall, administration block and new library.</p> <p>Follow step by step plan for implementation of new technology.</p>	<p>BER</p> <p>Further development of the school website.</p> <p>Purchase and install a new printer/copier linking all computers in the school.</p> <p>Update staffroom computer</p>	<p>Principal</p> <p>School Board</p> <p>Paul McDougall</p> <p>CSO</p> <p>IT Coordinator</p> <p>Principal</p> <p>Principal</p>	<p>School Budget</p> <p>Website online</p> <p>A new printer/photocopier that links all school computers</p> <p>A new computer in the staffroom capable of running modern programs.</p>
<p><b>Communication</b></p>	<p>Improved communication between classrooms and school community</p>	<p>Install phone commander system</p>	<p>Principal</p> <p>School Board</p> <p>Secretary</p>	<p>Phone lines updated to improve communication</p>
<p><b>Financial Management</b></p>	<p>Establish a 'sinking fund' that will be associated with ongoing running costs of the BER refurbishments.</p> <p>Establish a plan to cater for the extra costs that will be associated with the implementation of the new Roman Missal.</p>	<p>A working group consisting of the Board and Principal to make a provision in the budget to be set aside for BER running costs.</p> <p>A working group consisting of the Board and Principal to make a provision in the budget to be set aside for updating resources a follow the new Roman Missal.</p>	<p>Principal</p> <p>Board</p> <p>Financial Officer</p> <p>Principal</p> <p>Board</p> <p>Financial Officer</p>	<p>Sinking Fund established</p> <p>Plan established.</p>

**KEY AREA 3: Organisation and Management (Pastoral Care)**

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY	EVIDENCE
<b>Pastoral Care Programs</b>	Ensure that policies and procedures are embedded in the day to day operations of the school through effective and accredited programs.	School leaders to attend Impact Leadership course in Moree on the 4 <sup>th</sup> May 2011.  Explore key programs to develop resilience in children, eg <i>Bounce Back, You Can Do It</i>	Principal  Whole Staff	Student attendance and certificates awarded  Discussion and planning included in minutes of staff meetings.
<b>Safe and Supportive Environment and Discipline</b>	To meet the highest level in the National Safe Schools Framework in Section 3.	Review Discipline Policy.	Staff Board	Updated Policy filed.

**KEY AREA 4: Teaching and Learning 2011**

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY	EVIDENCE
<b>Curriculum Implementation</b>	Compliant and effective teaching and learning strategies included in planning for Literacy and Numeracy.	Literacy/Numeracy Plan strategies for 2011.  *Guided Reading Workshop Comprehension Workshop  Staff trained in MULTILIT and program implemented across the whole school.  Uninterrupted Literacy and Numeracy blocks between 9-11am everyday	Principal Dale Cain Literacy Numeracy Team  Principal Dale Cain Literacy Numeracy Team  Principal Class teachers	Strategies embedded in programs.  Evidence of MULTILIT being implemented in class programs.  All visitors are signed in after 11am.
<b>Specific Programs 1</b> Literacy and Numeracy: K/1/2 - Target Setting	Raise Literacy and Numeracy level to meet standards outlined in CSO Targets.	Employ a teacher's Aide to work in K/1/2 classrooms 4 hours a day/ 4 days per week .  Develop specific literacy/numeracy programs that target these goals. Introduce "Jolly Phonics" in K/1 Introduce TAC-P program to staff	Principal K/1 teacher Teacher's Aide  K/1 teacher  Principal –join with ST Philomena's (CAP)  Pauline Hawkins	Aide employed  Evidence in programs  Evidence in Assessment Benchmarking.
<b>Programming and Assessment</b>	Improved open-ended assessment tasks included in planning.  Compliant scope and sequences for all KLA's.  Teachers Assessment books used to record all assessment	Sandie Walker work with staff  Staff to work on 2011 scope and sequences during first professional development day in February  School purchases assessment books that will record all assessment throughout the year. This will be noted on Assessment plans	Principal CSO Individual staff members  Literacy Numeracy team  Principal Classroom Teachers	Higher Order Thinking Tasks and Multiple Intelligence Activities embedded in programs  Scope and Sequences compliant  Assessment books evaluated with classroom programs

## KEY AREA 5: Specific School Needs

ELEMENTS	PERFORMANCE INDICATORS	STRATEGIES	RESPONSIBILITY	EVIDENCE
<b>QUALITY LEARNING</b>	Quality learning tools and strategies included in daily classroom practice.	“Learning How To Learn” orientation program included in first two weeks of the year.	Whole staff	Timetable indicating program was implemented
<b>Aboriginal Education</b>	Raise awareness of the relevance of Aboriginal perspectives.	<b>COSAC PLAN</b> Employ an Aboriginal aide in Term 1	Principal	Aboriginal Perspectives embedded in all programs and teaching programs/practices.
	Increased awareness of contemporary aboriginal issues	Utilising Aboriginal perspectives resources (created by 2011 REC's) in Religious Education Teacher Programs.	Principal School Board Parish Priest Principal REC Classroom Teachers	Aboriginal Perspectives embedded in all programs and teaching programs/practices
	Increased knowledge of local Aboriginal culture.	Lets Talk Rural	Principal Aboriginal Consultant	More awareness and understanding of cultural perspectives by staff.
	Build relationships with local Aboriginal community.	Day with Aboriginal consultant to embed Aboriginal perspectives into programs.  Focus on history, spirituality and stories of the local community.	Principal Aboriginal Consultant  Principal	Local stories underpin perspectives.
<b>CAP Strategies</b>	Curriculum enhancement for geographically isolated students.  Enhanced education system responsibilities in the application of technology to teaching and learning.  Professional development for teaching staff	Student Technology Camp  The Thinking Brain  Smarter and Sassier Boys on the Move The Amazing Maths Race  Technology as a Learning Tool The Literacy Continuum Jolly Phonics  Employment of Specialised PE staff	Staff & Year 4 students  Staff & selected students  Admin staff Staff & selected male students Staff & Yr 5/6 students  Staff  With St Philomena's  PE Staff All teaching staff principal	Students access greater learning opportunities.  Learning environment is enhanced.  Collaboration between students teachers and schools within local contexts.    Students have access to, and be more prepared for, greater sporting opportunities

<p><b>National Partnerships Low SES</b></p>	<p>Reform 1: Incentives to attract high performing teachers and principal</p>	<p>Maintenance of a quality residence to enhance the principal recruitment process.</p> <p>Introduce of incentive scheme linked to time served in Principalship.</p> <p>Assistance in relocation costs for high performing teachers and principal</p>	<p>CSO Principal School Groundsman</p> <p>CSO</p> <p>CSO</p>	<p>Well maintained residence</p> <p>Appointment of a permanent principal. Principal remains in position for longer length of time.</p>
	<p>Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals.</p>	<p>Continuation of School Leadership program with all staff.</p> <p>Creation of guidelines of staff Roles and Responsibilities</p> <p>Purchase of Additional ancillary hours to support training and development of both office administrators</p> <p>Establish relationship between admin staff of St Philomena's Moree and St Joseph's Mungindi</p>	<p>CSO – staff trained in DET School Leadership program Whole Staff</p> <p>All staff – led by Principal</p> <p>CSO Principal Office Admin</p> <p>Principals and admin staff of St Philomena's Moree and St Joseph's Mungindi</p>	<p>Staff accepting increased responsibilities.</p> <p>Administration staff adopting best practice in book keeping / budget keeping.</p>
	<p>Reform 3: School operational arrangements that encourage innovation and flexibility</p>	<p>Continuation of School Leadership program with all staff.</p> <p>Creation of uninterrupted Literacy/Numeracy blocks for each stage</p>	<p>CSO – staff trained in DET School Leadership program Whole Staff</p> <p>Principal All staff</p>	
	<p>Reform 4: Provide innovative and tailored learning opportunities.</p>	<p>Using SMART Data Analysis and teacher knowledge the MULTILIT program will be used to support students not meeting the National Benchmarks in Literacy. Employment of Multilit tutor 20 hours per fortnight</p> <p>Staff development targeting Boys Education</p>	<p>Principal CSO Literacy/Numeracy Consultant</p>	<p>Employment of Multilit tutor 20 hours per fortnight</p> <p>Staff attendance at PD focusing on boys'</p>

				education  Activities in teacher programs that aim to more successfully engage boys in their learning
	Reform 5: Strengthen school accountability			
	Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services.	<p>RSS work with Principal</p> <p>Strengthen partnerships with local Mungindi Central School through the, “Local Schools Working Together Project” as well as Moree Plains Shire Council and the Mungindi Progress Association.</p> <p>Principal’s participation in the local CAN network (formerly HACC) meetings.</p> <p>Build relationships with local police through their presence at social gatherings, lunch time sport</p>	<p>Principal CAP CSO consultant CSO Literacy/Numeracy Consultant</p> <p>Principal RSS</p> <p>Principal</p> <p>Principal Local Police</p>	



# St Joseph's Primary School, Mungindi

## National Partnership Low SES Reform Elements

1. Incentives to attract high-performing teachers and principals
2. Best practice performance Management and staffing arrangements
3. School operational arrangements that encourage innovation and flexibility
4. Innovative and tailored learning opportunities
5. Strengthen school accountability
6. External Partnerships with parents, businesses and communities

Budget Item	Reform Element	Notes	2011 Allocation
School Support Coach	1		\$ -
Teacher Housing upgrade	1		\$ 4,500
Recruitment of Quality Staff	1		\$ 2,000
Literacy/Numeracy Blocks	3		\$ 15,000
Literacy Student Intervention	4	Multilit Teacher Training	\$ 11,000
<b>Total Budget Plan 2010</b>			<b>\$ 32,500</b>



**Australian Government**

