Marra Creek Public School
School Management Plan – 2011-2012

DET Priority Areas 2011-2012
- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected Learning

School Priority Areas 2011-2012
- Literacy
- Numeracy
- Technology and Connected Learning
- Community
- CAPA
- Aboriginal Education (this is included in the above)
- Joint Planning with Other Schools

School Context
Marra Creek Public School is adjacent to The Macquarie Marshes in central New South Wales. As one of the most isolated schools in New South Wales, students come from surrounding properties, as there are no villages or towns nearby. Students come from 6 families, however more than ten families utilise the school facilities on a regular basis. There are 4 students who identify as Aboriginal community members. There are currently 10 students enrolled. School structure consists of a single K-6 multistage class with one full-time teaching Principal, a permanent part-time teacher, a permanent part-time School Administration Manager and a casual teacher’s aide. The school receives Country Area Program funding.

Targets
1: 7 out of 10 students achieve regional benchmarks in reading by 2011
2: 7 out of 10 students achieve stage appropriate outcomes in grammar and spelling by 2012
3: 7 out of 10 students achieve stage appropriate outcomes in writing by 2012
4: All students achieve stage appropriate outcomes in 2D & 3D space and Geometry by 2012
5: Stages 1, 2 and 3 students achieve stage appropriate outcomes in the subtraction, addition and multiplication of 1, 2 and 3 digit numbers by 2012
6: All students acquire the skills necessary to use ICT to achieve stage appropriate outcomes across KLA’s by 2012
7: 7 out of 10 students achieve stage appropriate outcomes in Music by 2012

This plan has been endorsed and approved by:

Principal: Anita Moore          Date: 14/02/11          School Education Director: Date:
## Priority Area 1 | Literacy

### Outcomes:
School-based data and NAPLAN results will indicate that students are achieving individual learning goals in relation to Stage outcomes in Literacy.

### Targets:
1. 7 out of 10 students achieve regional benchmarks in reading by 2011
2. 7 out of 10 students achieve stage appropriate outcomes in grammar and spelling by 2011
3. 7 out of 10 students achieve stage appropriate outcomes in writing

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<th>Indicators</th>
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| 1      | - Teaching staff undertake professional development in multi-literacy.  
- Teaching staff undertake professional development in ‘reading to learn’.  
- Teacher’s aide undertakes a 2 day ‘Thrass’ course.  
- Acquire a yellow reading box and a red reading box.  
- Acquire high interest reading resources for high level readers: texts for stages 3 and 4 to accommodate gifted students.  
- Teaching principal to undertake an advanced ‘Thrass’ course.  | - Neal’s reading analysis indicates sound results or above in comprehension, rate and accuracy according to students’ years of schooling.  
- PM benchmarking results indicate that all students are achieving sound reading levels or above for their stages of learning.  
- NAPLAN tests indicate that targets are achieved for years 3 and 5.  | Teaching Area | 2011 | 2011 | 2011 | 2011 | 2011 | 2011 | Teaching staff | Teacher’s aide | Principal | Teaching staff | Teacher’s aide | Principal | Teaching staff | Teacher’s aide | Principal |
|        |            |            |             | Sem 1 | Sem 2 |             |             |             |             |             |             |             |             |             |             |             |             |             |
| 2      | - Acquire ‘Spelling convention’ texts for years 1-6.  
- Acquire ‘Targeting English’ texts for years 1-6.  
- Continue student enrolment in ‘Spellodrome’: online program.  
- Teaching staff to participate in “Prioritising Grammar” professional learning.  | - Students achieve sound results according to their ages in the South Australian spelling test and class tests.  
- Students achieve sound results in diagnostic language convention tests.  
- Students achieve sound results in regard to language conventions in NAPLAN tests.  | | 2011 | Principal | Global $500 | Global $150 |
| 3      | - Acquire ‘PM Writing’ text type Big Books (and interactive software- writing proformas-see ICT)  
- Integrate ‘reading to learn’ writing strategies into the literacy session.  
- Subscribe to ‘aussatonline’ to set individual targets for students in literacy  | - Teacher assessment of students’ writing samples will show sound results or above  
- Students will achieve sound results or above in NAPLAN writing tests.  
- Aussatonline student measurement tracking tools will indicate improvement in literacy.  | | 2011 | Principal | CAP $1000 | Web services $1490 |
### Priority Area 2  Numeracy

**Outcomes:** School- based data and NAPLAN results will show that students are achieving individual learning goals in relation to stage outcomes for Numeracy.

**Targets:**
- 4: All students achieve stage appropriate outcomes in 2D & 3D space and Geometry by 2011
- 5: Stages 1, 2 and 3 students achieve stage appropriate outcomes in the subtraction, addition and multiplication of 1, 2 and 3 digit numbers by 2011

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| 4 & 5  | - Acquire models of 3D shapes.  
- Acquire concrete resources that deal with place value.  
- Review maths games and resources in the classroom and have DENS activities laminated and ready for use.  
- Participate in professional development when available.  
- Acquire Targeting Maths text books for all students.  
- Acquire Targeting Maths Mentals for Stages 1, 2 and 3.  
- Purchase Targeting Maths Interactive software for all stages (included in Target 6)  
- Continue to follow the North Coast Region’s numeracy program, which has links to hands-on and interactive activities for each area of mathematics. Ensure at the commencement of each term that these resources are readily available.  
- Continue utilising “rap times tables’ on YouTube.  
- Make up “Langford matrixes” for students to record and monitor their times tables results.  
- Join with other small schools in CAP projects such as “John Joseph’s- Brains Alive project”  
- Implement “Brain Gym” activities to stimulate mental activity; using the newly purchased audio disc.  | - Diagnostic tests indicate that all students are achieving stage appropriate outcomes in 2D Space and fractions & decimals. SENA 2 tests indicate that stage 1 students are reaching stage appropriate outcomes.  
- NAPLAN tests indicate that targets are being met for years 3 and 5.  | 2011 | Principal and Teacher’s Alde | Global $500  
Principal  
Teaching staff |  
Global $500  
Global $400  
Global $600  
Global $30 |
**Priority Area 3  Technology and Connected learning; joint planning with other schools.**

**Outcomes:** All students use technology to achieve appropriate outcomes and work jointly with other schools

**Targets:** 6: All students acquire the skills necessary to use ICT to achieve stage appropriate outcomes across KLA’s by 2012

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| 6      | • Continue the subscription to Mathletics  
• Continue the subscription to Spellodrome  
• Acquire PM Writing Software for all text types  
• Continue to improve students’ skills in using SonyHandycam and digital cameras. Provide direct instruction as to transferring and formatting files and importing them into Windows Movie Maker, Photo story and PowerPoint. Ensure that these digital projects are addressing an understanding and application in specific learning outcomes.  
• Teaching principal to enrol in ietech training modules.  
• Utilise VC and Brigit so that students can interact with other schools and work on joint projects that address outcomes across KLA’s.  
• Utilise VC to allow gifted students to participate in joint projects.  
• Utilise VC for students to participate in private music lessons (such as the violin)  
• Utilise VC for Aboriginal Education and joint projects.  
• Purchase Targeting Maths Interactive software for all stages.  
• Participate in digital CAP projects.  
| • Students’ digital text type writing samples will indicate an achievement of stage appropriate outcomes.  
• Students’ digital projects will address specific outcomes and show an understanding and application of these syllabus outcomes and indicators.  
| | | | | 2011-2012 | Principal | Global $400  
Global $100  
CAP $300  
CAP $1000  
CAP 800.00 |
**Priority Area 4**

**Outcomes:**  Students and Community are involved in the school through music.

**Targets:**  - 7 out of 10 students achieve stage appropriate outcomes in Music by 2012

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| 7      | - Implement good quality music programs, which I have already written.  
        - Purchase more good quality percussion instruments.  
        - Purchase good quality recorders.  
        - Assess stage 2 and 3 students for talent and potential ability on wind instruments: flute, reed instruments and brass. If they are interested in joining the "Bourke District School and Community Concert Band", then give them free tuition for 30 minutes per week. Offer this to any other interested students or adults in the community or nearby communities.  
        - Purchase second hand wind instruments to cater for the students who are joining the concert band.  
        - Continue to join with other schools in music workshops run by visiting professionals e.g. musica viva  
        - Teach students how to use my “Sibelius music notation/writing software”. Students can notate their own compositions digitally and play them back with quality virtual instruments. | - Class assessment and performances will show sound understanding of and application of “duration”, “pitch”, dynamics, tone colour and structure of compositions. | 2011-2012 | Principal | Global $300  
Global $70  
CAP $1500 |