Moulamein Public School

School Plan

2010-2012
Moulamein School Plan 2010-2012

**School context**

Moulamein Public School is situated in the township of Moulamein, 110 km west of Deniliquin. The school provides education for students drawn from the town and the rural area of the Moulamein. There are 40 school families with a total of 56 students enrolled for 2009. The school structure consists of one Infants multi-grade class and two Primary multi-grade classes with three full time teachers and two part time support teachers covering Release Face to Face. The school has a Senior Administration Manager and a part-time General Assistant. Moulamein Public School is committed to ensuring success for each individual. Dedicated school programs focus on developing the whole child and supporting personal growth that allows students to become active and responsible members of their community. The school prides itself on being able to cater for the needs of individual students and its strong emphasis on Literacy and Numeracy.

**Priority Areas (3 year horizon)**

<table>
<thead>
<tr>
<th>Priority Areas (3 year horizon)</th>
<th>Intended Outcomes (Summary)</th>
</tr>
</thead>
</table>
| ✦ Quality Teaching and Learning - Literacy and Numeracy | ✦ Improved student achievements in literacy and numeracy  
       ✦ Consistent assessment practise and use of data  
       ✦ Identifying and targeting specific student needs through the collection and analysis of student data  
       ✦ Quality explicit teaching and learning evident in all strands of literacy and numeracy  
       ✦ IEP’s developed and focused intervention implemented  
       ✦ Identifying and targeting staff professional development needs  
       ✦ Building parent expectations of their student’s learning outcomes |
| **REFORM 4**  
**REFORM 3**  
**REFORM 1**  
**REFORM 6** | |
| ✦ Strong Educational Leadership – staff, student, parent, learning community | ✦ Strong Principal leadership in development and delivery of school plan  
       ✦ Principal introduction and administration of reforms (NP Low SES)  
       ✦ Attract and retain high performing staff to support and achieve school targets  
       ✦ Improve capacity of existing staff by building and sustaining a school culture of ongoing professional growth  
       ✦ Provision of strong educational leadership for staff, students and parents within our learning community  
       ✦ TPL focus on QTF and innovative pedagogy to engage all learners and facilitate professional growth  
       ✦ Development of staff leadership and the building of a strong interschool learning community  
       ✦ Development of explicit student leadership skills and strategies to foster independent and responsible learners  
       ✦ Values of respect and dignity evident in student interaction, peer mediation and peer tutoring activities within the school environment  
       ✦ Use of transparent planning and reporting mechanisms  
       ✦ Executive and teacher performance reviews – PARS and TARS, |
| **REFORM 1**  
**REFORM 2**  
**REFORM 3**  
**RERORM 4**  
**REFORM 5** | |
| ✦ Connected Learning | ✦ Technology is embedded in all teaching and learning programs  
       ✦ Students engage in extended learning environments through video conferencing and on-line resources  
       ✦ Students work with peers in stage learning groups from other schools, face-to-face and on-line  
       ✦ Delivery of Teacher Professional learning through use of video conferencing facilities  
       ✦ Partnerships with other schools and providers using VC facilities and community initiatives  
       ✦ Teachers networking as members of the ‘3 Dimensions Learning Community’, |
| **REFORM 3**  
**REFORM 1**  
**REFORM 6** | |
| ✦ Aboriginal Education | ✦ Building understanding and respect for traditional Aboriginal culture |
### Moulamein School Plan 2010-2012

**REFORM 3**
- Laying positive foundations for reconciliation
- Embed Aboriginal perspectives across all Key Learning Areas
- Increased consultation and engagement of parents in school planning and programmes
- Identifying and targeting specific student needs through the collection and analysis of student data
- IEP’s developed and focused intervention implemented
- Identifying and targeting staff professional development needs
- Improved student achievements in literacy and numeracy

**REFORM 1**

**REFORM 5**

**REFORM 6**

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Home, School, Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>To strengthen existing partnerships with home, school, community</td>
<td></td>
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<tr>
<td>To explore and develop new partnerships with home, school, community</td>
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<tr>
<td>To address identified needs through the ongoing engagement with the broader community</td>
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<tr>
<td>Strengthen collaborative input to school evaluation</td>
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</tbody>
</table>

### 2009 Targets

1. 90% Year 3 students achieving Band 4, 90% Year 5 students achieving Band 6 and above in 2009 NAPLAN
2. 90% Year 5 students showing growth through more than 1 skill band in 2009 NAPLAN
3. Implementing initial Kindergarten ‘Best Start’ assessment, analysing and acting on data

### The plan has been endorsed and approved by:

| Principal: Sylvia Wallace | Date: 4/12/09 | School Education Director: Vicki Kempton | Date: 4/12/09 |
Moulamein School Plan 2010-2012

School Priority Area: Quality Teaching & Learning – Literacy and Numeracy

Intended Outcomes:  **REFORMS 1,3,4**
- Improved student achievements in literacy and numeracy
- Consistent assessment practises and use of data
- Identifying and targeting specific student needs through the collection and analysis of student data
- Quality explicit teaching and learning evident in all strands of literacy and numeracy
- IEP’s developed and focused intervention implemented
- Identifying and targeting staff professional development needs
- Building parent expectations of their student’s learning outcomes

Targets

**2010:** Improve literacy targets to 95% of Year 5 students achieving Band 6 and above, and 95% Year 5 students showing growth through more than 1 skill band, with higher achieving students showing value added growth, while maintaining high numeracy results.

**2011:** Maintain above literacy and numeracy targets evidenced by school-based assessment and NAPLAN, for Year 3 students and Year 5 students.

**2012:** Maintain above average literacy and numeracy targets for Years 3 and 5, maintain value added targets

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Time Frame</th>
<th>Resource Allocation and Funding Source</th>
</tr>
</thead>
</table>
| NAPLAN and school based assessment analysis identifies areas for improvement in literacy and numeracy | ✗ Develop whole school assessment plan  
- Analyse NAPLAN results and students’ work against syllabus outcomes.  
- Use *Best Start* analysis to inform individual student learning needs in Kindergarten  
- Support Staff employed to allow staged learning groups, with targeted support determined by analysis of NAP writing and school based assessment data.  
- Develop School Literacy and Numeracy Action Plan to address use of syllabuses, programming and explicit teaching of all literacy and numeracy strands.  
- Access NAPLAN support resources for examples of how to program and teach to address specific skills and understandings.  
- Parent information and awareness sessions for NAPLAN | Principal  
Classroom  
Teacher  
Support Teachers | T1 - 2010  
T1 - 2010  
T1 - 2010  
T1 - 2010  
Terms 1-4  
Terms 1-4 | TPL – school & Learning Community  
NPLSES  
2010: $47 598  
2011: $49 342  
2012: tbc  
LAP  
CAP - $13027 |
| LITERACY - Evidence of Quality Teaching framework embedded in Teaching and Learning programs and delivery targeting students' specific learning needs | TPL activities focused on Quality Teaching framework  
- Provide training in QT&L strategies that address different learning styles.  
- Develop strategies in Quality Teaching for literacy as part of school and extended learning community TPL.  
- Develop programming procedures, syllabus outcomes knowledge and teacher accountability processes to show the implementation of QT framework.  
- Developing teacher mentoring networks within the learning community through use of video conferencing facilities  
- Develop IEP and intervention programmes to address individual student needs  
- Implement CAP Living language District Initiative to focus on explicit teaching of writing in meaningful context | Keynote speaker  
Principal  
Classroom Teacher Support Teachers  
CAP consultant DET consultants | SDD T1 Small schools network  
Term1-4 | SDD T 2 with small schools network |
|---|---|---|---|---|
| NUMERACY - Evidence of Quality Teaching framework embedded in Teaching and Learning programs and delivery targeting students' specific learning needs | TPL activities focused on Quality Teaching framework  
- Provide training in QT&L strategies that address different learning styles.  
- Develop strategies in Quality Teaching for numeracy as part of school and extended learning community TPL, embedding QT elements in all strands, in all lessons.  
- Review programming procedures, syllabus outcomes knowledge and develop teacher accountability processes to show the implementation of QT framework.  
- Develop IEP and intervention programmes to address individual student needs  
- Developing teacher mentoring networks within the #DLC through use of VC facilities | Principal  
Classroom Teacher Support Teachers  
DET consultants | Terms 1-4 | TPL – $600 |

| | | NPLSES - $715  
School CAP - $3000 | | |

Moulamein Public School
## Moulamein School Plan 2010-2012

<table>
<thead>
<tr>
<th>Feedback to students, staff and parents is consistent and developmental</th>
<th>Develop rubrics with staff and students based on syllabus outcomes and Consistency of Teacher Judgement (CTJ)</th>
<th>All Teachers DET consultants Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student self assess work samples against rubrics</td>
<td>Provide regular information to parents about student learning via newsletters, information evenings and making explicit criteria available to students and parents</td>
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<td></td>
<td>Implement student self assessment as part of learning program and assessment and reporting process</td>
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<table>
<thead>
<tr>
<th>Expectations for work standards, classroom practices and behaviours are established through negotiation between teachers and students</th>
<th>Establish explicit criteria and high expectations through use of rubrics</th>
<th>Principal All Teachers DET consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular review of rubric criteria by teachers and students</td>
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<table>
<thead>
<tr>
<th>Students ranked consistently on A-E scale through consistency of teacher judgement</th>
<th>Teacher Professional Learning in Consistency of Teacher Judgement (CTJ) with small school network</th>
<th>Principal All Teachers DET consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Access samples from Assessment Resource Centre to assist with Consistency in Teacher Judgement</td>
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<table>
<thead>
<tr>
<th>Quality teaching and programming evident in all teaching strands</th>
<th>Devise and implement a thinking curriculum with thinking philosophies that build a positive and engaging learning culture</th>
<th>Principal All Teachers CAP consultants (Fish, 3DLC documents)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and implement strategies to improve Intellectual Quality, Quality Learning Environment and Significance that address learning in literacy (Teacher improvement)</td>
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<td></td>
<td>TPL in the modelled, guided and independent teaching processes for each strand and the drafting and editing process for writing – K-6</td>
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<td></td>
<td>Develop learning programs to explicit stage outcomes for each strand</td>
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<tr>
<td></td>
<td>Evidence of modelled, guided and independent strategies being used in classroom teaching</td>
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</table>

<table>
<thead>
<tr>
<th>Reviewing annual targets using</th>
<th>Detailed analysis of NAPLAN data – itemised records</th>
<th>Principal Classroom</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teacher training in analysis and use of NAPLAN data</td>
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</tr>
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</table>

### Moulamein Public School
## Moulamein School Plan 2010-2012

<table>
<thead>
<tr>
<th>NAPLAN data and compare literacy and numeracy data</th>
<th>Teacher Support Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole school analysis of data and use of support documents</td>
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<tr>
<td>• Analyse NAPLAN literacy and numeracy results and compare to yearly targets, LSG and State averages</td>
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<tr>
<td>• Whole School Planning for 2011 to reflect data analysis and School Plan evaluation</td>
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<table>
<thead>
<tr>
<th>Addressing staffing needs for intervention and extension</th>
<th>Principal</th>
<th>2010 – 2012</th>
<th>School TPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Identifying and targeting staff professional development needs</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
</tr>
<tr>
<td>▪ Employing additional support staff</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
</tr>
<tr>
<td>▪ Executive release to support TPL and T&amp;L practices</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
</tr>
<tr>
<td>▪ Creating small learning groups for literacy and numeracy</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
</tr>
<tr>
<td>▪ Team teaching, stage programming and mentoring across the Learning Community</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
</tr>
<tr>
<td>▪ Executive release to support staff TPL and teaching and learning practices</td>
<td>Principal</td>
<td>2010 – 2012</td>
<td>School TPL</td>
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</tbody>
</table>
Moulamein School Plan 2010-2012
School Priority Area: Strong Educational Leadership

Intended Outcomes: REFORMS1,2,3,4,5
- Strong Principal leadership in development and delivery of school plan
- Principal introduction and administration of reforms (NP Low SES)
- Attract and retain high performing staff to support and achieve school targets
- Improve capacity of existing staff by building and sustaining a school culture of ongoing professional growth
- Provision of strong educational leadership for staff, students and parents within our learning community
- TPL focus on QTF and innovative pedagogy to engage all learners and facilitate professional growth
- Development of staff leadership and the building of a strong interschool learning community
- Executive and teacher performance reviews – PARS and TARS,
- Use of transparent planning and reporting mechanisms
- Values of respect and dignity evident in all interactions within the school environment

Targets
2010:
- Evidence of continued improvement in teaching standards against NSW Professional Teacher Standards Capabilities Framework

2012:
- Teacher achievement of Professional Accomplishment in NSW Professional Teacher Standards Capabilities Framework

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Teaching staff develop sound Quality Teaching and Learning pedagogy that supports their growth as educationalists | - Survey teacher professional learning needs  
- Develop individual professional learning plans  
- Development of professional learning network within the Learning Community  
- TPL in Quality Teaching and Learning pedagogy  
- TPL in Positive Behaviour for Learning with ITB  
- Development of collegial network to support teachers to embed QTL elements into learning programs and assessment processes  
- Consultant support to ensure the teaching of all KLA’s is aligned to the QTF  
- Regular supervision and monitoring of teachers’ learning programs, daybooks, assessment records and student work to direct TPL and school action plans and to monitor | Keynote speaker Principal Classroom Teacher Support Teachers CAP consultant ITB | 2009-2011 | TPL school Computer Co-ordinator money - $3746 |
### Moulamein School Plan 2010-2012

<table>
<thead>
<tr>
<th>Activity</th>
<th>Actions</th>
<th>Responsible</th>
<th>Timeframes</th>
</tr>
</thead>
</table>
| Reviewing of annual school plan in consultation and partnership with all stakeholders in our school community | • Survey parents, students and staff  
• Consult at parent and staff meetings  
• Consult with Principals in Learning Community  
• Make modifications to plan  
• Transparent reporting to school community | Principal | 2010-2012 | Principal’s release |
| Accessing additional DET and alternate funding sources and human resources | • Explore and follow up grant opportunities  
• Communicate with DET personnel  
• Outsource and engage curriculum and professional human resources and activities to extend learning opportunities and enhance the learning environment and the culture of school and address issues of geographical and intellectual isolation  
• Employment of additional staff to support learning (government, non-government, para-professionals)  
• Establish communication processes to inform staff of professional support services | Principal | 2010-2012 | Principal’s release |
| Developing Principal leadership | • Introduction and administration of NP Low SES reforms  
• Facilitating the development of a learning community  
• Developing effective links between staff, students and parents of the schools within the learning community  
• Developing learning opportunities for students through the use of technology facilities  
• Participate in NP Leadership training  
• Annual planning and evaluation of situational analysis to direct planning in line with NPLSES reforms  
• Management of performance reviews  
• Management of staff recruitment  
• Performance review with SED  
• Supporting CAP planning days | Principal | 2010-2012 | Principal’s release |
| Developing staff leadership attributes | • Devolve leadership roles  
• Supervisory feedback notes to support NSW Professional Teaching Standards Frameworks and the achievement of | Principal | 2010-2012 |  |

**Moulamein Public School**
<table>
<thead>
<tr>
<th>Moulamein School Plan 2010-2012</th>
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<tbody>
<tr>
<td>school and NP targets</td>
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<tr>
<td>Teacher Assessment Review meetings</td>
</tr>
<tr>
<td>Plan professional pathway</td>
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<tr>
<td>Engage in their individual TPL plan, implement and share with staff</td>
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<tr>
<td>Engagement in staff mentoring programme</td>
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<tr>
<td>Training to analyse and use student data</td>
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<tr>
<td>Engage in 3D Learning Community activities</td>
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</tbody>
</table>

| Developing support staff                  | Develop effective skills for administration staff – course attendance and shadowing |
|                                        | Develop effective skills for learning support staff – course attendance and mentoring |

| Principal SASS staff | 2010-2012 | TPL - $2662 |
**Moulamein School Plan 2010-2012**

**School Priority Area: Strong Educational Leadership – Student Leadership**

### Intended Outcomes: REFORMS1,2,3,4,5
- Development of explicit student leadership skills and strategies to foster independent and responsible learners.
- Values of respect and dignity evident in student interaction and peer tutoring activities within the school environment.

### Targets
- **2010:** Review of effectiveness of Student Council as a development tool of student leadership
- **2011:** To increase opportunities for students to be leaders within the school community
- **2012:** Regular participation of students as leaders in their own community

<table>
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</table>
| Students are independent and responsible learners | • Students undertake Quality Learning training to better monitor themselves as learners (Explicit quality criteria, student time management)  
• QTL framework supports the negotiation of the acceptable standard of student output and student behaviour (use of rubrics) | Class teachers Students | 2010-2012 |  |
| Students show leadership within the school environment and community | • Students undertake Peer Support training with School Counsellor via VC with Wakool/Burraboi & Mallan  
• Students attend regional ‘Steps To the Future’ and Young Leaders conferences to develop leadership skills and a sense of opportunity and potential  
• Student Council determines leadership activities and opportunities for the year  
• Students engage in leadership activities with an extended peer group via VC that involves them in school and community activities  
• Students participate in town and district commemorative services and community projects  
• Positive Behaviour For Learning Programme developed and embedded into school culture  
• Fish Philosophy training and implementation with students | Principal Teachers School Counsellor ITB | T1 – 2010 | T1 – 2010 | Drought relief $7300  
CAP - $476.40  
CAP - $150 |
<table>
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<tr>
<th>Moulamein School Plan 2010-2012</th>
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<tbody>
<tr>
<td>- Anti-bullying culture addressed through Peer Support Programme</td>
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<tr>
<td>- Year 5/6 students conduct daily PE programme</td>
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</table>
### INTENDED OUTCOMES:

**REFORMS 1, 3, 6**
- Technology is embedded in all teaching and learning programs
- Students engage in extended learning environments through video conferencing and on-line resources.
- Students work with peers in stage learning groups from other schools, face-to-face and on-line.
- Delivery of Teacher Professional learning through use of video conferencing facilities
- Partnerships with other schools and providers using VC facilities and community initiatives
- Teachers networking as members of the ‘3 Dimensions Learning Community’

#### Targets

**2010:**
A variety of technology is integrated key learning areas and students engage in learning using Video Conferencing.

70% increase in the use of technology and opportunities of the connected learning environment by teachers and students

**2011:**
Video Conferencing is a regular lesson delivery mode that supports the achievement of student outcomes in Literacy and Numeracy

80% increase in the use of technology and opportunities of the connected learning environment by teachers and students

**2012:**
Extensive use of technology to improve delivery of student learning outcomes and student engagement

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</table>
| Technology embedded in all KLA areas | - Staff training in use of technology: IWB, multimedia  
- Linking use of technology to QTF  
- Development of scope and sequence and use of technology to support student learning as Learning Community project  
- Engagement in mentoring and best practice | CAP consultants  
Principal  
All teaching staff | 2010 - 2012 | Computer co-ordinator  
CAP - school  
TPL |
| Students communicate with other students, teachers from other schools and outside resources via Video Conferencing | - Develop a technology plan in collaboration with learning community of Moulamein, Mallan and Wakool Burraboi.  
- Develop and train all staff and students in protocols and skills of using Video Conferencing  
- Develop and embed VC projects in teaching and learning programmes  
- Participation in virtual excursions and access to other curriculum experts via VC facilities  
- Encourage parent participation school's VC programmes | Principal  
Teachers  
Parents  
DET consultants  
CAP consultants  
LC teachers | 2010 - 2012 | Computer co-ordinator  
CAP - school  
TPL |
| Student engagement and learning outcomes are improved | - Extend students learning groups by participating in projects with other schools face-to-face, on-line and using Video | Principal  
Teachers | 2010 - 2012 | CAP - school |
Students are connected with extended learning groups, participating in joint projects and using Video Conferencing facilities and on-line technologies

<table>
<thead>
<tr>
<th>Conferencing facilities</th>
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<tbody>
<tr>
<td>● Establish learning network for students with regular contact with out-of-school peers made via email and <em>Brigit</em></td>
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<tr>
<td>● Embed email, <em>Brigit</em> and VC communication in teaching and learning programs</td>
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<table>
<thead>
<tr>
<th>DET consultants</th>
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<td>CAP consultants</td>
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</table>

**Consistency In Teacher Judgement** is facilitated through development of assessment tasks reflecting elements of the QTL framework, increased availability of work samples and targeted professional learning opportunities

| Undertake TPL in school and via VC in development of effective assessment tasks and building *Consistency of Teacher Judgement*, with input from DET Literacy and Numeracy Consultants |
| Participate in Teaching & Learning forums offered in Deniliquin each term and through activities available at Staff Development Day’s each year that address quality teaching and assessment and the school’s focus ‘area for improvement’ |

<table>
<thead>
<tr>
<th>Principal Teachers</th>
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<tbody>
<tr>
<td>DET consultants</td>
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<td>CAP consultants</td>
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**2010 - 2012**

| CAP 10 days-$2800 |
### INTENDED OUTCOMES: REFORMS 1,3,5
- Building understanding and respect for traditional Aboriginal culture
- Laying positive foundations for reconciliation
- Embed Aboriginal perspectives across all Key Learning Areas

### Targets

#### 2010:
School calendar reflects Indigenous celebrations of traditional culture, and indigenous art and history integrated into learning programmes

#### 2011:
School calendar reflects Indigenous celebrations of traditional culture, and indigenous art and history integrated into learning Programmes

#### 2012:
School calendar reflects Indigenous celebrations of traditional culture, and indigenous art and history integrated into learning programmes

<table>
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</thead>
</table>
| Building understanding and respect for traditional Aboriginal culture to facilitate community cohesion - Laying positive foundations for reconciliation | - Class Aboriginal Education units  
- Aboriginal perspectives across KLA’s  
- Celebrate Harmony Day and NAIDOC Week  
- Aboriginal Star Dancers  
- Liaise with local Aboriginal community | Principal Staff | 2010-2012 | Drought relief |
| Learning about local Aboriginal history | - Develop programme in partnership with Wakool Shire  
- Participate in programme | Principal Staff  
Wakool Shire | 2010-2012 | |

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**School Priority Area: Partnerships – home, school, community**
**Intended Outcomes:** **REFORMS 3,5,6**
- To strengthen existing partnerships with home, school, community
- To explore and develop new partnerships with home, school, community
- To address identified needs through the ongoing engagement with the broader community
- Strengthen collaborative input to school evaluation

**Target/s:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2009:</td>
<td>To review and update school management and operational procedures – school planning</td>
</tr>
<tr>
<td>2010:</td>
<td>To review and update school management and operational procedures – school communication</td>
</tr>
<tr>
<td>2011:</td>
<td>To review and update school management and operational procedures – school promotion</td>
</tr>
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<tbody>
<tr>
<td>Increase awareness and knowledge of school community needs</td>
<td>• Conduct annual Situational Analysis</td>
<td>Principal Staff, Parents, Community reps</td>
<td>2010-2012</td>
<td>Principal’s release</td>
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<tr>
<td></td>
<td>• Collate data</td>
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<td></td>
<td>• Devise school plan in consultation with all stakeholders</td>
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<tr>
<td>Students Welfare Policy Review</td>
<td>• Current Discipline Policy evaluated by all stakeholders</td>
<td>Principal Staff, Students, Parents, DET Staff, Welfare Consultant</td>
<td>2010-2012</td>
<td>TPL</td>
</tr>
<tr>
<td></td>
<td>• Positive Behaviour For Learning introduced, developed and implemented</td>
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<td></td>
<td>• Parent and staff Professional Training</td>
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<td></td>
<td>• Adjustments made to Discipline Policy</td>
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<td>• Policy sent to all families</td>
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<td>• Students made aware of all aspects of policy</td>
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<td>• Rules and consequences displayed for students</td>
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<td></td>
<td>• Reward systems reviewed</td>
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<td></td>
<td>• Fish philosophy embedded</td>
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## Moulamein School Plan 2010-2012

| Strengthen transition partnership with: | • 100 books reading chart handed out at Headstart  
• Gold star award on first day at school  
• Participate in secondary transition programmes  
• Year 6 Canberra excursion | Principal  
K Teacher  
Preschool teacher and parents | 2010-2012  
T1 – W1 |
| Developing partnerships with other local bodies: Pre School, Gold Star Readers, to highlight the importance of reading to children  
Secondary school | • Explore and follow up on opportunities for interaction  
• CAP writing project | Principal  
Parents  
Students  
Community | 2010-2012 |
| Parent training and development opportunities offered | • Courses offered to parents when opportunities arise  
• Opportunities for parents to be involved in all school programmes | Principal  
Parents  
Keynote Speakers  
DET consultants | 2010-2012 |
| Using local expertise: local artists, trades people, emergency workers, professional people, returned service people | • Invitations to assemblies  
• Inclusion in HSIE units of work (Scope and Sequences)  
• Community Arts and Craft Days  
• Art lessons with local artists  
• Art and Drama Festival  
• Formation of town drama group | Principal  
Parents  
Community  
Local artists | 2010-2012 |
| Increasing community engagement | • Explore ways to engage community  
• Promotion of school procedures  
• Measure responses  
• Evaluate quality of responses | Principal  
Staff  
Parents | 2010-2012 |
## Moulamein School Plan 2010-2012

<table>
<thead>
<tr>
<th>Strong communication processes established with students and home</th>
<th>School newsletter</th>
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<tbody>
<tr>
<td></td>
<td>Parent information sessions</td>
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<td>School noticeboard</td>
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<td>Informal and informal interviews</td>
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<td>Reporting on student progress</td>
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<td>Devise and implement a School Communication and Promotions Plan in collaboration with parents and community</td>
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<td>Principal Support Teachers SASS Parent reps Community</td>
<td>2010-2012</td>
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</tbody>
</table>