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| THE BIDGEE SCHOOL PLAN 2012 -2014 (2013) | |
| SCHOOL CONTEXT | |
| The Bidgee School was established in 2006 to assist students with emotional difficulties and challenging behaviours who have not been able to maintain their place in the mainstream setting. The school provides a range of individualised programmes for up to 21 students from years 5-10. Students attend The Bidgee School for between 12 and 18 months. The Bidgee School is committed to developing and delivering quality educational programs which are engaging and stimulating in a supportive learning environment AND which prepare students for successful re-integration back to their mainstream school or other program. There is a strong emphasis on the teaching of Literacy, Numeracy and Personal Development/Social Skills. The Bidgee School aims to provide students with the opportunity to understand their behaviour accept responsibility for their actions and learn new skills in a smaller, highly structured environment whilst still maintaining contact with their home school. The Bidgee School joins the Low SES School Communities National Partnership in 2012. | |
| SCHOOL IDENTIFIED PRIORITY AREA/S | INTENDED OUTCOME/S |
| Literacy  Numeracy  Student Wellbeing/Engagement | Improve Literacy skills of all students with a focus on grammar, **comprehension,** punctuation and spelling.  Improve Numeracy achievement for all students with a focus on place value and Space and Measurement.  Reduce the total number of both short and long term suspensions for all students, including Aboriginal Students, through increased engagement in school programs. |
| TARGET/S | |
| *Literacy*  **Increase every student’s literacy performance along the DEC Literacy learning continuum for reading texts by an average of 1 cluster for individual entry to exit date. Consider stage level and student entrance and exit dates).**  Improve student achievement on stage based outcomes from 70% achieving “sound” or higher, in yearly reports in Comprehension in 2012 to 75% in 2013, and 80% by 2014 for all students Year 5 - 9.  *Numeracy*  Improve student achievement as recorded in weekly tests for place value as indicated on IEPs from 80% correct in 2011 to 85% in 2012, and 90% by 2014. **\*\***  **Increase every student’s numeracy performance along the DEC numeracy learning continuum for place value by an average of 1 level for individual entry to exit date**. **(Consider stage level and student entrance and exit dates).**  Improve student achievement on stage based outcomes from 60% achieving “sound” or higher, in yearly reports in Space and Measurement in 2012 to 65% in 2013, and 70% by 2014 for all students Year 5 - 9.  *Student Wellbeing/Engagement*  Reduce the total number of suspensions, short and long term, from 102 in 2011 to 90 in 2012, 80 in 2013 and 70 in 2014 for all students, including Aboriginal Students, through increased engagement in school programs. | |
| *PRINCIPAL’S SIGNATURE: Marianne Mitchell* | *SED ENDORSEMENT: Sandra Clifford DATE: 22.11.12* |

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| 1,2, 5. | Increased levels of literacy achievement for all students with a particular focus on grammar, punctuation and comprehension. | Literacy   * Increase every student’s literacy performance along the DEC Literacy learning continuum for reading texts by an average of 1 cluster.  **The number of clusters for improvement will also depend on where the student’s starting point is, for example if they are performing at a stage one level, then there are two clusters per year expected; if they are performing at a stage two level then one cluster improvement per year is expected.** * Improve student achievement on stage based outcomes from 70% achieving “sound” or higher, in yearly reports in Comprehension in 2011 to 75% in 2012, and 80% by 2014 for all students Year 5 - 9. | * Teachers undertake training with SDO in the use of data (including SMART) to inform planning for teaching and learning. * Planning processes put in place to make sure elements of NAPLAN analysis evident in teaching programs * As of 2013 the school will report against pre-apprenticeship accreditation/materials/   Certificate ll for Work and Training.   * Planning processes put in place to make sure Literacy continuum analysis evident in student IEPs * Staff undertake PL in assessment for learning practices * Staff to undertake PL course Engaging Students through Effective Feedback to increase their skills in individualising instruction at a higher level. * Teacher professional learning on using the new learning pre-apprenticeship materials * Teacher professional learning in the interactive Literacy continuum K-10 and associated teaching and learning strategies. * As of 2013 the school will report against pre-apprenticeship accreditation/materials/   Certificate ll for Work and Training. | * Staff trained in use of data by the SDO. * Evidence in teachers’ programs of data analysis being implemented successfully * Teachers programs reflect an integrated use of teaching strategies from SMART. * Staff using aspects of effective feedback when supporting student development. * Staff have data walls of the literacy continuum showing student progress * Staff using the new learning pre-apprenticeship materials * Students IEP’s reflect targets pertaining to their individual levels that are 1 cluster above their entry levels into The Bidgee School for reading. | X  X  X  X  X  X | X  X  X  X  X  X | X  X  X | Principal  AP | NP Low SES Budget  $3000.00 |
| 1,3 | Increased levels of numeracy achievement  for all students with a particular focus on place value | *Numeracy*   * Increase every student’s numeracy performance along the DEC numeracy learning continuum for place value by an average of 1 cluster. .  **The number of clusters for improvement will also depend on where the student’s starting point is, for example if they are performing at a stage one level, then there are two clusters per year expected; if they are performing at a stage two level then one cluster improvement per year is expected.** * Improve student achievement on stage based outcomes from 60% achieving “sound” or higher, in yearly reports in Space and Measurement in 2011 to 65% in 2012 and 70% by 2014 for all students Years 5-9. | * Staff workshops with Regional Curriculum Consultants addressing identified areas for improvement. * Staff to attend Teaching & Learning Forums on areas of need * Deepen understanding of the Place Value Continuum * Discussion at staff meetings about where students are on the Place Value Continuum * Development of Professional Learning Plans that incorporate aspects covering student needs, school plan and individual teacher needs. * Provide specialised numeracy training for SLSOs to enable them to further assist students. * The school to become involved in the Riverina Learning Strategy HOW2Learn, by 2014 to help students understand more about themselves as learners. * Teacher professional learning on using the new learning pre-apprenticeship materials * Teacher professional learning in the interactive Numeracy continuum K-10 and associated teaching and learning strategies. | * Staff to attend workshops with Regional Consultants. * Staff to attend Teaching and Learning Forums. * Evidence in teachers’ programs of identified strategies being implemented successfully. * Professional Learning Plans developed based on student needs, school plan and individual teacher requirements. * Staff using the terminology and learning aspects of HOW2Learn – resilience, resourcefulness, reflectiveness and reciprocity. * Staff have data walls of the numeracy continuum showing student progress * Staff using the new learning pre-apprenticeship materials * Students IEP’s reflect targets pertaining to their individual levels that are 1 cluster above their entry levels into The Bidgee School for place value. | Term 1  All terms  X  X  X | X  X  X  X  X  X | X  X  X  X | Principal  AP | NP Low SES Budget  $7600.00 |
| 4,6 | Decrease both short and long term suspensions for all students including Aboriginal Students  All aspects of the Aboriginal Education Policy are addressed.  Continual involvement with the Aboriginal community to support student outcomes.  School Aboriginal Education policy developed.  Australian Curriculum implementation timeline developed. | *Student Wellbeing/Engagement*   * Reduce the total number of suspensions, short and long term, from 102 in 2011 to 99 in 2012, 97 in 2013 and 90 in 2014. | * Develop more hands on, real life, practical learning experiences. * Employ teacher to develop and manage this innovative teaching program. * Increase and further formalise social skills lessons (program), to encourage student use of appropriate strategies to avoid suspensions. * Ensure all Aboriginal students have a Personalised Learning Plan which is developed with parents and/or caregivers and are updated at least once a term. * Paraprofessional with skills in ICT to provide professional development to increase student/teacher skills and hence student engagement. * Staff, at staff meetings, access and discuss the new Australian curriculum documents as they become available with English being implemented by 2014. | * Increased student engagement in school programs. * Increase/improvement in student attendance. * Decrease in suspensions. * Students regularly using strategies to manage conflict and avoid suspensions. * All Aboriginal students have a Personalised Learning Plan. * Parents and caregivers are involved in the development of PLP’s. * School Aboriginal Education policy reviewed and up to date. * Australian Curriculum timeline for implementation devised. | Term 1  All terms  X  X  X  X | X  X  X  X  X | X  X  X | Principal  Teacher  Principal  Principal | NP Low SES Budget  $20,000.00  NP Low SES Budget  $9194.00 |