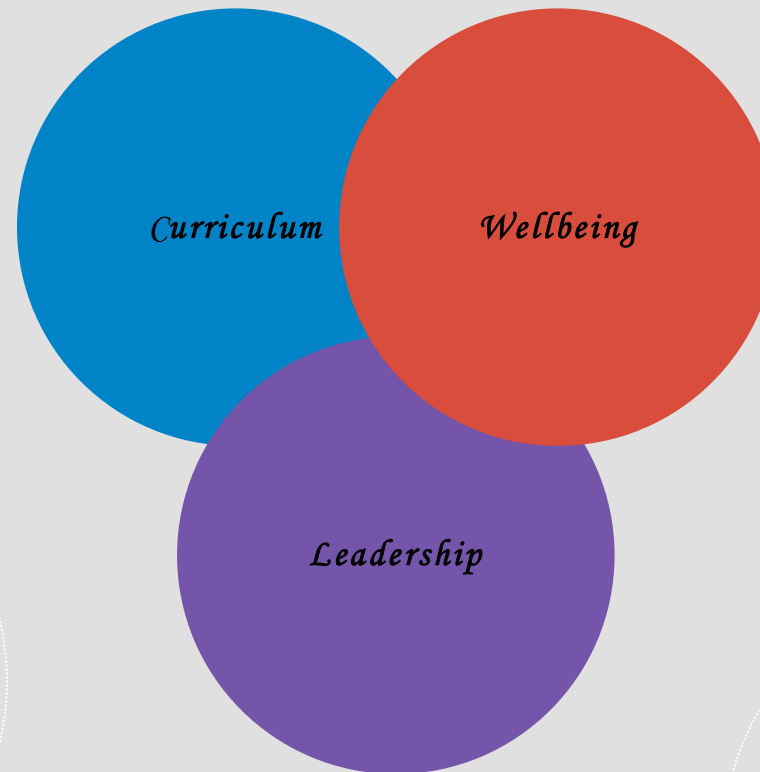


School plan 2015 – 2017

Appin Public School

1045





School vision statement

Appin Public School is committed to providing quality teaching and engaging learning activities for every student in an inclusive, engaging and supportive school environment.

Through our culture of achievement, healthy wellbeing and resilience, we believe that every student, staff member and community member is a lifelong learner and learns for a purpose.

There is a focus on equipping all stakeholders with skills for the rapidly changing 21st century which are creativity, collaboration, problem solving, skilled articulation, knowledge construction and technology.

Our school's values are that students are safe, responsible, friendly and respectful learners.

School context

Appin Public School has an enrolment of 260 students and is a semi-rural school located between Wollongong and Campbelltown. The school currently serves the small township of Appin and from 2015 will also serve the surrounding growth areas. In 2014, the school has been involved in the Early Action for Success initiative with the appointment of an Instructional Leader. A dedicated, cohesive staff of experienced and early career teachers is focussed on the continuous collaborative development of high quality teaching and learning programs that meet the needs of all students. Happy and respectful students are involved in the daily operation of the school including a range of extracurricular activities. The genuine relationship between staff, students and families ensures that the school maintains a positive and nurturing environment.

School planning process

In 2014, a comprehensive process was undertaken in the school to review current practices and collect evidence including student results, attendance and behaviour and survey data from staff, students and parents. This evidence was used at school meetings with our staff and community. This process included the review of strengths, opportunities and areas for development across the school and possible new initiatives. As a result three strategic directions were identified as a basis for shared commitment to future developments across the school. These are:

- Curriculum
- Wellbeing
- Leadership

Each strategic direction provides the details of the purpose (why) people and processes (how) and products and practices (what) that are to be realised through the implementation of the plan.



STRATEGIC DIRECTION 1

Consistent high standard educational practices across our school.

Purpose:

To provide engaging, challenging, authentic opportunities to inspire lifelong learners; building and enhancing their capacity to become active, empowered and informed critical and creative thinkers and problem solvers.

STRATEGIC DIRECTION 2

Positive wellbeing for students, staff and community.

Purpose:

To foster the development of student and staff cognitive (C), social (S), emotional (E), physical (P) and spiritual (Sp) wellbeing and build strong and more cohesive partnerships between school, families and communities.

STRATEGIC DIRECTION 3

To develop and promote quality leadership at all levels.

Purpose:

To build quality leadership capacity at all levels and to ensure delivery of a quality education, underpinned by a rigorous pedagogy, effective partnerships and strong organisational structures.

Strategic Direction 1: Consistent, high standard educational practices

Purpose

To provide engaging, challenging, authentic opportunities to inspire lifelong learners; building and enhancing their capacity to become active, empowered and informed critical and creative thinkers and problem solvers.

Improvement Measures

- 75% of students achieving minimum standard or above in Year 3 and Year 5 in English and Maths in NAPLAN
- 90% K-2 students achieving EAFS benchmarks in literacy & numeracy
- 40% of Year 3 & 5 students achieving proficiency levels in literacy and numeracy
- 100% Aboriginal students achieving minimum standard or higher in NAPLAN

People

Students:

- Students will know their strengths and areas for improvement in Literacy and Numeracy.
- Students will be provided with a safe supportive and stimulating classroom environment with high teacher expectations of students.

Staff:

- Teachers will plan systematic and explicit teaching and learning activities to support student Literacy and Numeracy progress across all KLAs.
- Teachers will engage in professional learning in Literacy and Numeracy to reflect on and enhance their teaching practice.
- Teachers will cater for students' diverse needs guided by the Literacy and Numeracy continuum using flexible grouping, differentiated and open ended tasks.

Parents/Community:

- Parents are provided with Literacy and Numeracy strategies to support learning at home.

Leaders:

- School leaders will actively support professional learning in Literacy and Numeracy focusing on improving student progress and achievement

Processes

Literacy and Numeracy:

- Develop staff understanding and quality pedagogy in Literacy (Writing) and Numeracy strategies to target and support low-performing students thereby building staff capacity to collaboratively plan and differentiate programming in literacy.
- Staff will utilise EAFS and existing staff expertise in L3, Writing, TEN TOWN and FOR to embed these pedagogies in daily classroom practice and share analysis of data.
- Staff will learn about teacher/student and peer/teacher feedback and embed formative assessment practices and raise expectations of student achievement.

Evaluation Plan:

- NAPLAN, Best Start, TEN, TOWN and L3 data and school based assessment results are monitored to analyse student performance in Literacy and Numeracy.
- Student growth is plotted using PLAN software and literacy and numeracy continuums and programs adapted to meet identified student needs.

Products and Practices

Product:

- All teachers are using explicit high level feedback to drive improvement and promote student ownership of learning.

Product:

- Pedagogies of L3, TEN, FOR and Writing are embedded in classroom practice. New curriculum objectives are utilised and embedded in class programs.

Practice:

- Staff is confidently using appropriate and targeted classroom practice and professional learning pedagogy through professional development programs.

Practice:

- Students regularly receive individual feedback to improve Literacy and Numeracy progress. Staff participates in collegial observations and critical reflection to improve teaching.

Strategic Direction 2: Positive wellbeing for students, staff and the community

Purpose	People	Processes	Products and Practices
<p>To foster the development of student and staff cognitive (C), social (S), emotional (E), physical (P) and spiritual (Sp) wellbeing and build strong and more cohesive partnerships between school, families and communities.</p> <p>Improvement Measures</p> <ul style="list-style-type: none"> • Student leader training in Peer Support program • Staff involved in PBL Reloaded • Analysis of surveys, PLAN, SENTRAL and attendance data. • Parents invited to attend school functions at least twice per term 	<p>Students</p> <ul style="list-style-type: none"> • Students will be self-aware and regulate their own emotions and behaviours (S, E, C). • Students will strive towards and achieve meaningful goals (C, E). • Students will be confident and resilient learners with positive self-esteem (C, S, E). • Students will stretch themselves and take risks in their learning (C, S, E). • Students will contribute to the learning of others and to the school community more broadly (C, S, E, Sp). • Students will participate in whole school strategies that promote healthy lifestyles (P). • Students will develop their skills to reflect on and positively shape their behaviours in the contexts of ethical decision making (C, S, E, Sp). <p>Staff:</p> <ul style="list-style-type: none"> • Staff will participate in professional learning to support the implementation of PBL Reloaded and Peer Support. <p>Parents/ Community</p> <ul style="list-style-type: none"> • Build the capacity of the community to support PBL Reloaded initiatives. <p>Leaders</p> <ul style="list-style-type: none"> • Continue to promote the meaningful roles families and community play in student wellbeing. 	<p>Wellbeing:</p> <ul style="list-style-type: none"> • Launch PBL Reloaded. • Implement the Peer Support program in Term 2 as a student leadership initiative. • Launch staff wellbeing initiatives. <p>Professional Learning:</p> <ul style="list-style-type: none"> • Peer Support coordinator trained in the program. • Wellbeing team undertaking professional learning in PBL Reloaded. • Staff capacity will be built through a variety of professional learning structures e.g. PBL, Peer Support. <p>Evaluation Plan:</p> <ul style="list-style-type: none"> • Results from surveys such as “Tell Them From Me” for students, staff and the community to guide future directions in terms of student wellbeing. • Community involvement in school events. • SENTRAL data to guide PBL initiatives in line with student wellbeing policy. 	<p>Product:</p> <p>Our school will be a safe, friendly and respectful learning environment with resilient learners where there are strong links between school excellence and wellbeing.</p> <p>Practice:</p> <ul style="list-style-type: none"> - High student attendance. - Decreasing number of negative behaviour incidents. - Increased community attendance at school events. - Parent and community involvement in classrooms. - PLAN data demonstrating student growth. - Year six students involved in a reciprocal leadership role. <p>Product:</p> <p>Staff will nurture professional relationships which are respectful and supportive to enable one another to reach their full potential. They will feel a sense of belonging and connectedness that respects diversity and identity.</p> <p>Practice:</p> <ul style="list-style-type: none"> - Fortnightly team meetings. - Use of the staff wellbeing board. - Collegial initiatives such as secret angels and team building activities.

Strategic Direction 3: To develop and promote quality leadership

Purpose	People	Processes	Products and Practices
<p>To build leadership capacity at all levels and to ensure the delivery of a quality education, underpinned by a rigorous pedagogy, effective partnerships and strong organisational structures</p>	<p>Students:</p> <ul style="list-style-type: none"> Develop student leadership through Peer Support program and School Parliament. <p>Staff:</p> <ul style="list-style-type: none"> Build leadership capacity through targeted strategic participation in leadership programs and through professional learning. <p>Parents:</p> <ul style="list-style-type: none"> Parents will be included in the school planning process to build a genuine partnership with school to achieve measureable academic growth. <p>Community partners:</p> <ul style="list-style-type: none"> Develop partnerships to enable teachers to design and implement teaching and learning experiences encompassing deep thinking, innovation, problem solving and creativity. <p>Leaders:</p> <ul style="list-style-type: none"> Access learning opportunities through a range of DEC, community and tertiary experiences to promote lifelong learning for a purpose. 	<p>Staff leadership:</p> <ul style="list-style-type: none"> Build leadership capacity to support the effective implementation of curriculum, professional learning, technology, reporting, individual professional learning goals, LMBR, OLIVER (Library). Executive staff will create structures to support newly appointed staff and the effective implementation of Australian teaching and leadership standards and Performance Development processes. Executive staff will reflect on roles and responsibilities for executive and aspiring executive focusing on leading learning based on school strategic directions. <p>Evaluation Plan:</p> <ul style="list-style-type: none"> Executive surveys based on the AITSL leadership tool, "Tell Them From Me" surveys for students and staff, survey for parents based on school satisfaction and engagement. Effective implementation of the Performance Development Framework. 	<p>Products:</p> <ul style="list-style-type: none"> School wide processes and organisational practices are understood and followed by all staff, students and community. Individualised professional learning goals for all staff aligning with national standards, school plan and performance Development Framework. Teaching staff roles and responsibilities clearly articulated including mentoring and succession planning. Administrative roles and responsibilities articulated with reference to LMBR. Student leaders have capacity to initiate and lead school and student programs. High level parent engagement and support in all school initiatives and events. <p>Practices:</p> <ul style="list-style-type: none"> Quality educational and organisational innovations are embedded to improve system-wide frameworks to improve whole school efficiency. Executive initiate and lead practices to improve educational strategies for all students and staff as they improve practice and work collegially in professional learning teams. P&C in conjunction with school, drive initiatives to ensure all parents can engage effectively in their child's learning through sound communication practices.
Improvement Measures			
<ul style="list-style-type: none"> More stakeholders demonstrating leadership initiatives. 100% of staff maintaining Australian teaching standards with professional learning plans in place aligned with school policies and targets. Executive staff supporting those working towards accreditation and higher levels. 100% of staff articulating school plan and targets, working collaboratively in strategic teams and articulating how the school excellence framework underpins school policies and procedures. 			