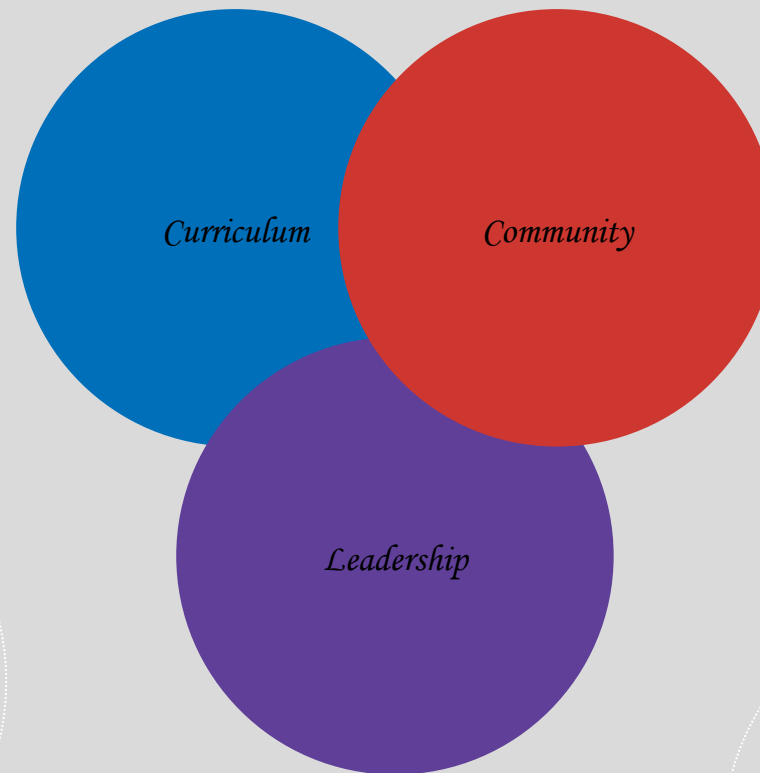


School plan 2015 – 2017

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 well-being 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 safe, responsible, friendly and respectful and learner.

School context

Appin Public School has an enrolment of 240 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 careers 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
- Community
- 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.



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.



Purpose:

To build positive partnerships between school, families and communities to promote the development of students' social, emotional, physical and academic potential in a happy, safe and supportive environment



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 in English and Maths in NAPLAN
- 50% of students achieving minimum standard or above in Year 5 in English and Maths in NAPLAN
- 90% K-2 students achieving minimum standards in Reading Text, Aspects of Writing and Comprehension of the Literacy Continuum
- 90% of K-2 students achieving minimum standards in Numeral Identification, Early Arithmetic Strategies and Forward and Backward Counting Sequences

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 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 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 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: Trusted partners in a vibrant learning community

Purpose

To build strong and more cohesive partnerships between school, families and communities to promote the development of students' social, emotional, physical and academic potential in a happy, safe and supportive environment.

Improvement Measures

- Greater attendance at community functions
- Use of School App, Website and Facebook page for information about school
- Community positive affirmation of our PBIS values

People

Students

- Students will develop social and emotional skills through engaging in self-reflection and discussions about social, emotional, physical and academic wellbeing.
- Students will have high expectations of themselves academically and socially based on their understanding of being a safe, friendly and respectful, resilient and responsible learner.

Staff:

- Staff will have high expectations of student work and behaviours and create a happy, safe and supportive learning environment through effective communication where all stakeholders are valued
- Staff will understand the importance of building home-school relationships to enhance opportunities for families to be involved in school life

Parents/ Community

- Engage in regular opportunities for formal and informal communication with the school, including face to face, school website, Skoolbag App and Facebook

Leaders

- Continue to initiate and promote the meaningful roles families and community play in the decision making process

Processes

Welfare:

- Implement the Kids Matter framework and "You Can Do it" program to support PBIS
- Students will demonstrate understanding of PBIS values across all school and community settings.
- Students will use reflection to guide restorative justice consequences

Professional Learning:

- Teachers will actively engage in teaching PBIS values through You Can Do it lessons
- Staff capacity will be built through a variety of professional learning structures eg Kids Matter, You Can Do It

Evaluation Plan:

- Results from "Tell Them From Me" survey for students Yrs4-6 and Focus On Learning survey for teachers to guide future directions in terms of student well-being and leadership (teachers).
- Parents and community input at P&C through surveys to provide data on parent satisfaction on initiatives. Decision making is informed through data analysis.

Products and Practices

Product:

Open and transparent communication involving school, local and wider community to promote parent participation and engagement in school.

Product:

Consistent communication and explicit teaching of our 4 PBIS values

Practice:

100% of parents being informed of school processes through various media and increased parent and community interest and attendance at all school events

Practice:

Staff, students and community articulate and demonstrate being safe, friendly and respectful and resilient learners. Teachers actively communicate with parents about student progress and high expectations of learning regularly. Teachers work with families as they share the responsibility for student learning and wellbeing.

Strategic Direction 3: To develop and promote quality leadership

Purpose

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

Improvement Measures

- More stakeholders demonstrating leadership initiatives
- 100% of staff maintaining Australian teaching standards with professional learning plans in place aligned with school policies and targets
- 100% of executive staff working towards accreditation using the School Leadership Capability and Performance Development Framework
- 100% of staff articulating school plan and targets, having professional learning plans in place aligned with Performance Development Framework and a roles and responsibilities statement

People

Students:

- Develop student leadership through Peer Support program and School Parliament

Staff:

- Build leadership capacity through targeted strategic participation in leadership programs and through professional learning

Parents:

- Parents will be included in the school planning process to build a genuine partnership with school to achieve measureable academic growth.

Community partners:

- Develop partnerships eg UWS Classroom without Borders and UOW practicum students to enable teachers to design and implement teaching and learning experiences encompassing deep thinking, innovation, problem solving and creativity

Leaders:

- Access learning opportunities through a range of DEC, community and tertiary experiences to promote lifelong learning for a purpose.

Processes

Staff leadership:

- 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

Evaluation Plan:

- 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.

Products and Practices

Products:

- 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

Practices:

- 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.