

School plan 2018-2020

Alma Public School 1028



School background 2018–2020

School vision statement

Alma Public School empowers students through positive learning experiences to be responsible, resilient and creative learners who show respect to others.

School context

Alma Public School is situated in Broken Hill, 1220 kilometres west of Sydney, in a city of approximately 18,000 people. Mining is a major employer in Broken Hill and enrolments in the school are heavily influenced by the state of the mining industry. There are 6 other public primary schools and 2 high schools in the city. There is one Catholic primary school in town.

Nearly 31% of our 273 student enrolment is Aboriginal and the school operates a DoE Aboriginal designated preschool for up to 40 children on a separate site. The Wilykali people of the Paakantyi Nation are the predominant Aboriginal grouping in our school.

Alma receives additional funding to counteract the low-socioeconomic circumstances of our families.

As an Early Action for Success (EAfS) school, an instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students K–2.

Sport plays an important role in the Alma community, both in and out of school.

A kitchen and garden program is run for all primary classes on a weekly basis to improve life skills and offer activities that may not be available at home – Broken Hill lead levels in the soil make it difficult for families to have vegetables gardens at home.

The school has an excellent relationship with local business operators and agencies. We have a strong connection with the University NSW Rural Health Division. The Health Hub, opened in 2016, is used by the Allied Health students as a base.

School planning process

Executive staff attended "Master classes" for the 2018–2020 School Plan.

At staff meetings consultation occurred to write a school vision. 25 words were chosen by the staff that reflected our vision. Parents and students were asked to choose 3 words from the list. The staff used these words to come up with 4 school visions and from there one was chosen that incorporated all ideas presented.

Strategic directions were sort and discussed at staff meetings and then decided upon.

We then used the school excellence framework to identify areas of improvements to guide the direction of our practices and products for the school plan.

This was then shared with parents and the aboriginal community for their consultation into these practices and to offer ideas about the processes needed to support these areas.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Curriculum and Learning

Purpose:

To develop a consistent and engaging learning environment that differentiates curriculum and learning experiences to cater for the diverse needs of all students. Students become successful lifelong learners through reflective, integrated and student lead practices.



**STRATEGIC
DIRECTION 2**
Collaborative Professional
Practice

Purpose:

To develop consistently high expectations through working collaboratively using evidence based practices to drive ongoing, school wide improvement.



**STRATEGIC
DIRECTION 3**
Building Positive Relationships

Purpose:

To build a positive school culture through mutual respect, transparent communication and consistent approach to educational objectives.

Strategic Direction 1: Curriculum and Learning

Purpose

To develop a consistent and engaging learning environment that differentiates curriculum and learning experiences to cater for the diverse needs of all students. Students become successful lifelong learners through reflective, integrated and student lead practices.

Improvement Measures

Increase the proportion of students demonstrating active engagement in their learning based on TTFM data.

Increase the % of students 'on track' for all aspects for literacy

and numeracy.

A positive trend in value add is noted across three years.

People

Students

Students will give feedback to teachers on their learning experiences and will have on task behaviour and high levels of engagement.

Staff

Teachers are effectively integrating technology by widening the use across all KLAS. They will be involved in professional learning to support their knowledge and skills.

Leaders

The school executive will monitor that teaching is differentiated and provide mentoring to teachers. They will also monitor data which will inform practice.

Parents/Carers

Parents will receive regular feedback on student progress and be a part of the PLP and PLSP process.

Community Partners

Community organisations will consult with the school to offer their perspective and offer professional learning.

Processes

Individual Student learning

Literacy and numeracy is consistently monitored using the learning progressions to identify individual student learning needs. .

Technology

Technology is updated, maintained and used to support student learning and develop skills.

Evaluation Plan

Evaluation of improvement measure will happen by:

- Regular review of internal student data
- Student Interviews
- Teaching and learning programs
- Classroom observations
- Focus groups
- All staff monitor and analyse data including PLAN and NAPLAN.

Practices and Products

Practices

All teaching programs will use data to explicitly inform and differentiate student learning such as the learning progressions and Kinderloop.

Teachers will support students to engage them in learning opportunities derived from their learning intentions.

Technology is effectively integrated into lessons to enhance student learning and skills. Students and staff are actively using technology across all KLAS.

Products

Students are able to identify and engage in their learning intentions.

Differentiated curriculum is implemented in literacy and numeracy for all students informed by data.

Students and staff have access to and are confidently using a range of updated technologies.

Strategic Direction 2: Collaborative Professional Practice

Purpose

To develop consistently high expectations through working collaboratively using evidence based practices to drive ongoing, school wide improvement.

Improvement Measures

Increased use of evidence informed strategies to identify and address needs of diverse learners.

A positive trend in value add is noted across three years.

People

Students

Students will provide timely and respectful feedback to teaching on learning experiences.

Staff

Staff will engage in professional learning opportunities to build teaching practice in order to share expertise.

Leaders

Leaders will establish and develop processes to build capacity of the school community to use data to inform teaching. They will create a culture of high expectations and growth mindset.

Parents/Carers

Parents and carers engage in literacy and numeracy information activities around assessment and teaching strategies.

Community Partners

Inform all stakeholders about pedagogical practices from P-6.

Processes

Collaborative Practice

Whole school engage in collaborative planning and professional learning.

Data skills and use

Teaching and learning programs are informed by data analysis and differentiated for individual learning needs.

Strengthening School Systems

Strengthening school systems, structures and protocols across the school. to support teaching and learning.

Evaluation Plan

Progress against improvement measures will be evaluated through:

- program feedback and classroom observations
- PDPs
- Meeting Meetings
- Student feedback on lessons
- Feedback from collaborative planning days.

Practices and Products

Practices

All teaching staff engage in collaborative planning practices with colleagues to build their capacity.

P-6 teaching staff track and discuss student progress through learning progressions and/ or data analysis.

Staff will engage in professional learning opportunities to build teaching practice in order to share expertise.

Products

Teachers use a range of data analysis tools to inform teaching.

High quality teaching staff who embrace growth mindset.

Strategic Direction 3: Building Positive Relationships

Purpose

To build a positive school culture through mutual respect, transparent communication and consistent approach to educational objectives.

Improvement Measures

The percentage of suspension will decrease over 3 years.

Increased parent/community involvement in school events.

People

Students

Students feel confident to connect, succeed and thrive at each stage of their schooling.

Staff

Staff will openly communicate with members of the whole school community to support child wellbeing.

Leaders

Leaders will adopt a co-ordinated approach to student wellbeing where reciprocal relationships are valued.

Parents/Carers

Parents feel welcomed to support their child and are recognised for their participation.

Community Partners

Community partners will be engaged with aspects of the school and gain an understanding of the value of learning.

Processes

Build and develop a positive school culture that is the driving force of our school.

Implement consistent expectations throughout a review of well-being practices and processes.

Create community partnerships and build relationships to support a holistic approach to student wellbeing and parental involvement.

Evaluation Plan

Progress towards the improvement measures will be evaluated in partnership with parents and community by:

- focus interviews with families/students/wider community
- observational data on parent/family participation
- parent viewing posts on Kinderloop
- Parent/Family data on classroom visits
- Participation in P and C, canteen volunteers and preschool committees
- Consultation with evaluation process of projects from outside agencies

Practices and Products

Practices

The school community has an agreed perspective on student expectations designed to ensure effective conditions for learning.

Parents and caregivers engage in school life through authentic and purposeful relationships.

A variety of organisations are working with staff, students and parents to support the well-being of students.

Products

Positive involvement with parents/carers in a variety of school and preschool activities.

An increasing number of families engaging with the school each year.

Student wellbeing practices reflect the positive attitudes embedded in our school.

The school is adequately supported by external organisations to provide required services.