

# School plan 2018-2020

## Awaba Public School 1084



# School background 2018–2020

## School vision statement

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

## School context

Awaba Public School's school motto is "Achievement Through Effort". The school is situated on the western fringe of Lake Macquarie. The current enrolment is 37 students, one of which is Aboriginal. We have two mainstream classes, K–2 and 3–6.

The school receives Socio–economical Background Funding, Integration Funding and Low–Level Adjustment for Disability Funding. The P&C are extremely active and have been integral in promotional activities, school grounds improvements and their support of all learning endeavours.

Awaba Public School has experienced a high percentage of growth in student enrolments due to student successes, systematic school promotion and strong bonds with parents and carers and the broader community.

Awaba Public School enjoys a small school alliance between Argenton, Boolaroo, and Fassifern.

## School planning process

The school planning process solicits feedback, employs evidence–based practices and allows for flexibility to meet the needs of the students, staff, parents and carers and the community.

Rigorous school analysis processes have been conducted to determine an agreed school vision statement and three clear strategic directions, in consultation with the P&C and AECG.

As a result, the strategic directions have been developed to meet the needs of the students and the school culture. The directions are underpinned by the Department of Education's Strategic Plan 2018–2022 and the School Excellence Framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality teaching and learning

### **Purpose:**

To deliver an equitable, reliable and challenging learning environment, based on quality, consistency and a high level of professional practice.

## STRATEGIC DIRECTION 2

Engaging personalised learning

### **Purpose:**

To engage students in a personalised learning environment that motivates, nurtures, guides, challenges and inspires, through explicit and meaningful experiences.

## STRATEGIC DIRECTION 3

Creative communications and  
connections

### **Purpose:**

To enrich positive, compassionate and trusting relationships, which identify needs and support an inclusive, vibrant school culture, which is flexible and dynamic.

# Strategic Direction 1: Quality teaching and learning

## Purpose

To deliver an equitable, reliable and challenging learning environment, based on quality, consistency and a high level of professional practice.

## Improvement Measures

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums relevant to expected timeframes.

Increased use of continuums as a tool to effectively monitor student learning.

## People

### Students

Identify and achieve personal learning goals and commit to the pursuit of excellence.

### Staff

Develop and maintain teaching and learning programs, which engage creative, informed provisions for maximum learning.

### Staff

Maintain personalised professional development plans that focus on feedback, self-evaluation and sharing, which adapt according to needs and are enhanced by learning alliances.

### Staff

Demonstrate a deep working knowledge of the syllabus and continuums, as a goal-setting tool.

### Parents/Carers

Demonstrate understanding and support and contribute to student personalised learning goals

### Community Partners

Communicate and collaborate with the whole school community, to deepen understandings and strengthen bonds.

### Leaders

Student leaders demonstrate leadership capabilities in goal setting processes.

## Processes

### Data Skills and Use

- Implement a whole school approach to monitor students on continuums and identify personal learning goals, which consider consistent judgement and individualised learning provisions.

### Small Schools Alliance

- Engage in professional learning and collegial sharing, across a small community of schools, focussed on teaching and learning.

### Focus On Writing

- Improve student achievement in writing through the implementation of evidence-based practices.

## Evaluation Plan

- Learning Support Team practices.
- Internal school databases.
- Staff PDP process
- NAPLAN analysis
- Small Schools Alliance feedback
- Internal student improvement data
- AITSL Classroom Practice Continuum
- Monitoring of progress against theSchool Excellence Framework

## Practices and Products

### Practices

Teachers produce high quality, challenging and personalised teaching and learning programs to meet student needs and ensure success.

Processes support teachers' consistent, evidence-based judgement.

Student learning goals are identified on continuums.

Regular parent consultation and communication is embedded in a multi-faceted way.

Staff are involved in high quality professional learning practices, which encompass the small school alliance.

### Products

100% of Teaching/Learning programs are data based, differentiated for individual learning needs and demonstrate syllabus content measured by program review and student work samples.

Teachers' feedback and reflection supports improved student learning outcomes.

School based assessment data and external data in writing will demonstrate students achieving growth equal to or greater than expected growth.

# Strategic Direction 2: Engaging personalised learning

## Purpose

To engage students in a personalised learning environment that motivates, nurtures, guides, challenges and inspires, through explicit and meaningful experiences.

## Improvement Measures

Students demonstrate achievement of personal goals.

## People

### Students

Identify explicit goals through self-evaluation, in a supported and inclusive environment.

### Staff

Implement strategies for personalised learning.

### Parents/Carers

Take part in collaborative planning and provide feedback to support learning at home.

### Community Partners

Broaden personalised learning programs through consultation.

## Processes

### Curriculum Provision

- Implement and maintain school initiatives and programs, which provide explicit learning goals, ensuring cultural, contextual and individual needs are considered.

### Evaluation Plan

- Internal data analysis
- Internal school surveys
- Point in time data collection and analysis
- School Alliance feedback
- Monitoring of progress against the School Excellence Framework

## Practices and Products

### Practices

Consistent judgement, under the guidance of teachers and parents, is used to set learning goals.

Data analysis informs planning of personalised learning plans.

Transparent communication and feedback supports students to reach their goals and outlines clear steps for improvement.

The Learning Support Team collaborates and plans for students' learning provisions.

### Products

Students will demonstrate achievement of their personal goals.

Teaching and Learning programs are tailored to meet explicit learning needs.

Staffing resources are allocated to ensure an effective learning environment.

Students' goals are identified and supported between all parties.

# Strategic Direction 3: Creative communications and connections

## Purpose

To enrich positive, compassionate and trusting relationships, which identify needs and support an inclusive, vibrant school culture, which is flexible and dynamic.

## Improvement Measures

School based wellbeing data demonstrates positive growth.

Attendance data will demonstrate consistent improvement in term percentage reports.

## People

### Students

Build positive, compassionate and respectful relationships.

### Staff

Maintain a positive, flexible and vibrant school culture, enlisting support from partnerships.

### Parents/Carers

Provide feedback, consultation and support of wellbeing practices.

### Community Partners

Take part in school initiatives and connect with the school community.

### Leaders

Extend responsibilities of student leaders in school events and the implementation of wellbeing initiatives.

## Processes

### Wellbeing

Improve wellbeing by implementing evidence-based, whole school practices, utilising community partnerships.

### Learning Culture

Improve student attendance to maximise learning.

### Student Engagement

Implement dynamic school initiatives, focusing on real life experiences, that build confidence in students' ability to learn, adapt and have fun as responsible citizens.

## Evaluation Plan

- Student evaluations and feedback
- Regular internal surveys of students, staff and parents.
- TTFM surveys
- Student behaviour data analysis
- Attendance data collection
- Feedback from community partners
- Feedback from PSL consultants and small school alliance
- Monitoring of progress against theSchool Excellence Framework

## Practices and Products

### Practices

School solicits and addresses feedback for optimum student learning conditions.

Students connect with the school community through school-based initiatives.

Wellbeing is consulted, communicated and embedded in a multi-faceted way.

Leadership teams enlist diverse and dynamic student attendance programs and initiatives.

The school community strives to improve student attendance rates.

### Products

Student wellbeing affects growth in learning outcomes.

High impact learning is evident from growth in student attendance.

Teachers differentiate curriculum delivery to meet the needs of the students in dynamic and flexible ways.

Communication and connections deepen students' learning outcomes.