

School plan 2018-2020

Long Flat Public School 2423



School background 2018–2020

School vision statement

Our school aims to equip students with the skills and motivation to be effective life long learners, well rounded individuals and responsible and caring citizens through the combined efforts of teachers, students, parents and the community.

School context

Our school is in a rural area approximately 30km west of Wauchope. The majority of our students come from properties ranging from 5 to 2000 acres. Parent levels of education and occupation vary widely. Some work on their land, others have employment in Wauchope or Port Macquarie areas. Our parents have high expectations of the school. Our students range in ability levels from those who have high support needs to others who achieve academic levels in the top 20% of the state. The school has a long history of achieving above average results. As the school has two classes, (K–2 & 3–6) we are able to modify and/or extend learning opportunities for students so as to better cater for individual needs. Parent/Community support for the school through the P&C has been strong for a number of years. Parent/Community involvement in classroom learning programs has declined due to many parents becoming re-engaged in the workforce; however this has risen again in recent years due to a concerted emphasis by staff to increase parental involvement in teaching and learning programs. The school has a long history of supporting community groups and functions.

School planning process

Several staff meetings and informal discussions were conducted where staff had the opportunity to share thoughts and ideas regarding the most appropriate strategic directions for the school.

Staff looked at school based data and NAPLAN results to help inform future needs and directions.

The need to develop a new school strategic plan was discussed at several P&C meetings. Parents were surveyed to identify their priorities for the next three year plan. P&C members ideas and opinions were taken into consideration for future development of our plans.

All staff met and collaboratively developed our strategic directions for the next three years. All were in a agreement over the three areas selected.

P & C members were invited to become part of the working team that would write up our school plan and strategic directions. The principal led this process.

The writing team created our new plan. This was shared with all staff. Several staff meetings and informal discussions were conducted where staff had the opportunity to share thoughts and ideas regarding the most appropriate strategic directions for the school.

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The writing team created our new plan. This was shared with all staff and the P&C for comment and/or modification.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Enhancing Parent and Community Partnerships

Purpose:

We are all stakeholders working towards enhancing student learning and wellbeing by forming partnerships between school, parents and community.

To have the most impact on student learning and engagement, we are targeting that which research says has the biggest impact on students' learning – their parents' involvement.



STRATEGIC DIRECTION 2

Engagement and Enrichment in a Numerate World

Purpose:

A strong economy and education system in the twenty-first century flourishes through quality teaching and learning programs that include science, technology, engineering and mathematics (STEM).

We need to incorporate modern tools and learning topics to better engage our students and prepare them for a workforce that requires knowledge and skills beyond the basics.



STRATEGIC DIRECTION 3

Literacy for Life

Purpose:

Staff and parents recognise that highly effective teaching is paramount to improving student literacy levels. The school places high priority on individual literacy learning needs to ensure all students maximise their potential.

Strategic Direction 1: Enhancing Parent and Community Partnerships

Purpose

We are all stakeholders working towards enhancing student learning and wellbeing by forming partnerships between school, parents and community.

To have the most impact on student learning and engagement, we are targeting that which research says has the biggest impact on students' learning – their parents' involvement.

Improvement Measures

As a result of parent and community partnerships student engagement will remain high. This will be evidenced by a high attendance rate being maintained (above 95%).

Students will display positive behaviours above 95% of the time.

Analysis of survey data will demonstrate staff have experienced a higher level of moral and recognition.

Annual collated parent survey data will demonstrate parents have increased confidence towards supporting students learning.

People

Students

Develop excellence in learning skills, knowledge and capabilities through accessing parent/community expertise and enthusiasm; with an emphasis on literacy and numeracy.

Staff

Develop confidence and strategies among staff that promote parent/community involvement by putting in place systems and strategies to increase parent contact and communication with parents. Staff feel comfortable to engage in conversations with parents and now see that as a core responsibility.

Parents/Carers

Display skills in supporting students with their learning through a particular focus on reading and sight words. Parents will have the opportunity to extend their skills to be able to supervise and guide students when using computers for learning math skills.

Leaders

To identify training needs of staff and parents and provide access to the required professional development for these groups. Training to be provided for parents/community members as required to assist them become engaged in our learning programs.

Processes

PARENTS AS PARTNERS IN LEARNING

- Staff will engage parents as tutors reading/literacy programs for K–2.
- Staff provide training and resources for parents/community members as required to enable successful delivery of literacy/numeracy programs.

– Parent workshop focusing on reading and sight words

– Parent workshop focusing on use of technology in maths

Evaluation Plan

Records will be kept of the numbers and activities supported by the parents/community members.

We will be using the milestone process to plan, implement and review the progress of these improvements with evidence collated each term.

Practices and Products

Practices

PARENTS AS PARTNERS IN LEARNING

Students regularly learning grade sight words and doing readers with reading levels.– 100 sight words to be learnt each year.

Staff Systematically and regularly identify, track and monitor student progress and achievement as evidenced by the student tracking chart.– 10 reading levels average imp– 80% sight words average– 10% improvement in math facts

Staff increasingly and confidently seek opportunities to engage with parents. This will improve home/school relationships.

Parents are welcome and included. Their involvement in school will support students' learning. Parent feedback demonstrates a high level of belonging and engagement.

Parents guide and record student achievements in regard to reading and sight words, showing student progress over time. Parents extend their skills and confidence so they are able to assist and guide students using computers for maths. This involvement will reinforce with students the importance of developing literacy and numeracy skills. The success of this will be measured by those key indicators identified in point 1 above.

Staff regularly share best practice ion building and strengthening community partnerships to identify future directions as evidenced in staff meeting minutes and focus groups with parents.

Strategic Direction 1: Enhancing Parent and Community Partnerships

Practices and Products

Products

PARENTS AS PARTNERS IN LEARNING

Greater level of parent/community involvement in student learning.

Greater commitment of staff to include parent/community in student learning.

Increased evidence of explicit teaching of literacy by parent tutors.

This will improve home/school relationships. This will be evident through teacher maintained contact lists, number of parents involved in school learning programs and high attendance rates at staff/parent meetings.

Maintain the number of parents working in the school as parent tutors.

Strategic Direction 2: Engagement and Enrichment in a Numerate World

Purpose

A strong economy and education system in the twenty-first century flourishes through quality teaching and learning programs that include science, technology, engineering and mathematics (STEM).

We need to incorporate modern tools and learning topics to better engage our students and prepare them for a workforce that requires knowledge and skills beyond the basics.

Improvement Measures

Students will be more engaged in their learning, resulting in sustained or improved attendance. 95% attendance or higher.

By 2020, students will progress from their current levels in basic maths concepts. Ongoing assessment will show evidence of student's achievement. This will lead to higher performance and confidence with more complex questions.

Student performance in number as measured by NAPLAN (and other state tools such as PLAN2) indicate students performing at or above state averages and/or growth above state averages.

People

Students

Students will learn basic programming and coding using computer based programs in addition to hands on equipment such as bee bots and WeDo2 (lego) kits.

Students will develop increased mastery of mental maths and times tables facts through continued focused learning programs on a regular basis.

Staff

Staff will be involved in professional development activities that advance their skills, knowledge and confidence in using and teaching programming/coding via a range of different technologies.

Staff will explore a variety of strategies to motivate and teach students to master mental maths and times tables concepts. Staff need to develop procedures for tracking student progress and demonstrating growth.

Parents/Carers

Parents will develop skills and confidence in facilitating student learning when using technology to improve basic number skills.

Leaders

Leaders will find and create new opportunities for staff professional development in this domain and will lead by example through becoming involved in new professional development programs.

Processes

ENGAGING AND ENRICHING STUDENTS THROUGH STEM

- The school develops a strategic approach towards incorporating STEM activities in teaching and there is an expectation that staff and students will develop greater understanding of STEM.
- Leaders will provide adequate training for staff in the use of a range of technologies that can be used with students. Teachers will be able to use and incorporate in their teaching:

- Bee Bots (robotics)
- WeDo2 (lego – robotics)
- Scratch
- Kodu

Other options may include tools like: ScratchJr, Stencyl, Blockly, Alice, Game Maker, Minecraft.

Evaluation Plan

We will be using the milestone process to plan, implement and review the progress of these improvements with evidence collated each term.

Practices and Products

Practices

ENGAGING AND ENRICHING STUDENTS THROUGH STEM

Students demonstrate an understanding of how to code and solve problems using computer based programming and hands on construction or 3D programmable devices.

Students engage in regular development and reinforcement of basic number facts.

Staff develop skills in coding and the ability to teach students to code. These skills will be used in their teaching of STEM to integrate science and maths with team work and problem solving.

Leaders provide opportunities for staff to develop skills and understanding with and about STEM.

Parents engage in facilitating student numeracy skills through the use of computer based learning.

Products

ENGAGING AND ENRICHING STUDENTS THROUGH STEM

Skills relating to STEM are highly desirable to improve employment opportunities and develop team work skills.

A school wide culture of innovation and learning where students are motivated, engaged, cooperative and have high expectations of themselves and others demonstrated by classrooms, playground, and student perceptions.

Strategic Direction 2: Engagement and Enrichment in a Numerate World

Practices and Products

Teaching program and practices embed STEM and a range of technologies to enrich and engage students as evidenced in program feedback and classroom observations.

Strategic Direction 3: Literacy for Life

Purpose

Staff and parents recognise that highly effective teaching is paramount to improving student literacy levels. The school places high priority on individual literacy learning needs to ensure all students maximise their potential.

Improvement Measures

Students (80% or higher) will demonstrate growth above the average national growth and/or above the average expected for the group of students based on expected growth rates for each individual.

School based and/or NAPLAN data will show students growing by at least one point in four or more writing criteria during each year.

People

Students

Students will be taught a systematic approach to improving writing skills with a focus on teaching specific writing criteria and strategies to improve the quality of writing.

Students will be taught to use planning and criteria based writing strategies to improve writing and development and delivery of speeches, resulting in higher quality writing and better public speaking presentations.

Staff

Staff will develop strategies for teaching writing in a more systematic manner that focuses on writing criteria and strategies to improve the quality of writing. Staff to develop skills through professional development and discussions. Increased use of marking criteria and understanding of the criteria. Professional development of writing skills through the use of "7 steps to writing" resource.

Staff will continue to look at best practise in teaching writing and public speaking and will employ strategies that help achieve improving results.

Parents/Carers

Parent/community will be provided opportunities to develop a greater understanding of how systematic writing is taught to students and how student writing is judged using ten criteria. This will improve their understanding of how writing is being taught and how they might be able to assist their own children with writing at home.

Processes

All students (years 3–6) will learn about the different criteria required to improve their writing.

Staff will familiarise themselves with the writing criteria and use this to improve student writing.

Staff will focus on one or two criteria at a time and teach students about this criteria as they are using it to improve writing.

Students will be provided with regular opportunities to learn about writing criteria and develop pieces of writing that show their developing skills and understanding of each marking criteria.

Staff will be given time and training to become more familiar with the "7 Steps to Writing" program so they can incorporate some of these strategies into their teaching.

Students will be provided with opportunities to judge their own writing using some specific criteria being focused on at the time.

There will be ongoing assessments of student writing and feedback to students identifying their progress and suggestions for further improvement.

Parents will be invited to participate in training opportunities that broaden their understanding of the marking criteria.

Staff will develop materials to present to parents to increase their understanding of writing and the marking criteria.

Students with high learning needs will be

Practices and Products

Practices

FOCUS ON WRITING 2018 – 2020

Students will engage in writing tasks with a focus on specific writing criteria for each task that results in measurable improvements against the writing criteria and maintains NAPLAN results above National Average.

Students will demonstrate skills in writing and public speaking that showcase their knowledge and understanding of effectively using an introduction, arguments for/against, followed by logical conclusions. Students will develop a greater understanding of the marking criteria. This will be measured by comparing samples of student writing over time, showing improvements in areas being focused on.

Staff will develop a strategic approach to teaching writing and public speaking that utilize the 7 steps of writing and the 10 marking criteria. This will enhance teacher's skills in writing and understanding of the marking criteria. Success will be measured through staff interaction at staff meetings regarding these strategies and through sharing and marking of student writing samples that show student growth in the focus areas.

Parents will engage in opportunities to learn about writing and how it is both taught and marked at school. Parents will be encouraged to assist their children with some writing tasks at home. Parents will attend whole school assemblies, observe and adjudicate students presenting writing and/or public speaking whilst focusing on the skills they have been taught by staff. By

Strategic Direction 3: Literacy for Life

People

Leaders

Leaders will explore opportunities for staff development in the areas of writing and public speaking. Leaders will develop training materials to present to staff and parents to create a greater level of skill, understanding and confidence in teaching writing.

Processes

given additional targeted training through use of the learning support teacher and use of RAM funds.

FOCUS ON PUBLIC SPEAKING

2019 – 2020

All students (years 2–6) will use their writing to deliver public speaking topics using introductions, for and against arguments and conclusions.

Parents will be invited to attend special assemblies to listen to students writing and public speaking.

Evaluation Plan

We will be using the milestone process to plan, implement and review the progress of these improvements with evidence collated each term.

Practices and Products

increasing parent understanding and skills in writing they will be likely to assist their children at home and will reinforce the idea that writing is an important skill to develop. Success will be measured in several ways including numbers attending training, informal discussions and improvements in student writing.

Staff will be provided time and training to demonstrate enhanced teaching skills to implement the 7 steps to writing success and to better understand the criteria used for marking writing. Leaders will provide opportunities for parents to become more familiar with the writing and marking process. Increased parent skills will result in greater parent confidence to assist students with developing writing and public speaking tasks. Achievement will be measured by surveying students to find out how many have been assisted by their parents and by increasing numbers at assemblies when students are presenting writing or speeches.

Products

Students will gain high levels of achievement in writing.

Teachers will display greater confidence and interest in teaching and marking writing tasks.

Parents will be more confident when helping children with writing.