

# School plan 2018-2020

## Pallamallawa Public School 2827



# School background 2018–2020

## School vision statement

At Pallamallawa Public School a collaborative and supportive learning culture is underpinned by the core values of show respect, be responsible and achieve success.

A high quality teaching and learning environment aims to support students to become literate, numerate, confident, productive citizens in their community.

Every student will be provided with academic, sporting, creative, social and emotional learning opportunities,

## School context

Pallamallawa Public School is located in a small rural village, 32km from Moree. The school community is positive and supportive of the school and its programs. Pallamallawa PS has a current enrolment of 30 students, 15% of whom identify as Aboriginal. Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

Pallamallawa Public School offers a caring, friendly environment that encourages students to reach their full potential academically and socially. The school provides a range of quality educational programs and experiences individually tailored to meet the needs of all students and relevant to their stage of learning.

The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy and technology. Every student across the school has a designated iPad and laptop to support and consolidate academic activities.

The school community strongly endorses the readiness for school benefits of the comprehensive Kindergarten Transition Program 'Jumpstart' which occurs across Terms 2, 3 and 4.

Pallamallawa Public School's motto "Strive for Success" is interwoven with the school's Positive Behaviour for Learning values 'Show Respect, Be Responsible and Achieve Success'.

Through commitment and professionalism the staff aim to create a stimulating safe learning environment that provides the necessary skills and learning experiences for students to succeed and adapt in a quickly changing society.

## School planning process

In 2017 a comprehensive annual evaluation was conducted with families, staff and students providing opportunity for contribution to the 2018–2020 School Plan. Data analysis provided information regarding strengths, opportunities and areas for development.

Feedback from the survey:

- The Kindergarten 'Jumpstart' program is very strongly supported by parents and community members.. Students are confident about school routines and expectations as they commence their school learning journey.
- Positive responses demonstrated families' high level of confidence in literacy and numeracy learning, the public speaking program and the integration of technology across the curriculum.
- The L3 Program has provided great benefits in literacy learning and 95% of students in Kindergarten – Year 2 are reading at or above stage levels.
- The attractive appearance of our school, inside and outside, is recognised by the community.
- The provision of a friendly, caring, accessible and safe learning environment is acknowledged by staff, students and families.
- Further development of the Mathematics, Creative Arts and inter-school Sporting programs across Kindergarten – Year 6 were suggested.

Best Start, PLAN and Scout data was carefully considered, providing insight into student achievement and school trends relating to academic learning, wellbeing, attendance and participation.

This identified planning priorities and the two strategic directions:

- Building a positive culture, supporting high quality learning and teaching
- Student wellbeing, belonging and connections.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Building a positive culture,  
supporting high quality learning  
and teaching.

### Purpose:

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens.

## STRATEGIC DIRECTION 2

Student wellbeing, belonging  
and connections.

### Purpose:

Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.

# Strategic Direction 1: Building a positive culture, supporting high quality learning and teaching.

## Purpose

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens.

## Improvement Measures

Every student will demonstrate growth and improvement against the National Numeracy and Literacy Progressions in relation to their personal targeted benchmark. Individual Learning Plans will address areas of need.

NAPLAN data indicates that the majority of students achieve at or above state level growth in Literacy and Numeracy.

Students can articulate their learning goals, self and peer evaluate and reflect on their learning.

## People

### Students

Students will benefit from smooth transition to school, gaining understanding of National Literacy and Numeracy Progressions, school routines and educational expectations.

Students will have the knowledge and skills required to self manage their learning in consultation with teachers.

Learn to reflect and monitor their own progress on identified goals.

### Staff

Staff analyse and review student learning data to inform teaching and learning, using the Literacy and Numeracy Progressions and PLAN2.

Staff engage in professional learning to understand future focused pedagogy.

Will be reflective to support students to be self-reliant in setting and monitoring of learning goals.

### Parents/Carers

Parents gain an understanding of the progression of their child's learning and their role in promoting learning from the transition to school and throughout K-6.

### Community Partners

Connect with Barwon Community of Schools, local and global community to make learning authentic and to build teacher understanding.

## Processes

Program development and implementation of New South Wales Department of Education priorities through quality practices, high level expectations and professional learning.

Build educational alliances with rural and remote schools to implement future focused learning with increased student engagement and enhanced teaching pedagogy.

## Evaluation Plan

Progress toward improvement measures will be evaluated through: PLAN2, Lesson Observations, NAPLAN, Meeting Minutes, Teaching Programs, National Literacy and Numeracy Progressions.

Differentiated learning support programs to be implemented to meet the learning needs of every student.

## Practices and Products

### Practices

Students set, evaluate and reflect on learning goals to thrive as learners with progress plotted on PLAN2 using National Literacy and Numeracy Progressions.

Engagement with DoE School Excellence Framework and the Australian Professional Standards, to identify professional learning goals, guide and apply high quality Professional Learning and to improve teaching quality.

Staff develop explicit systems to ensure programs are systematic, structured and differentiated, reflecting assessments, lesson observations for, of and as learning.

Innovative teaching pedagogy is used by teachers to engage students in their learning through an integrated curriculum.

### Products

Effective ongoing Implementation of syllabus documents and revise scope and sequences in all Key Learning Areas. Teachers use National Progressions and syllabus expectations to inform teaching practices catering for the needs of individual students.

Quality teaching practices are embedded in class programs, including use of the Project Based Learning framework. These will be evident in lesson observations.

Every student will have the skills required to effectively use computer technology with increased opportunities to explore STEM through Project Based Learning.

Transition programs established.

## Strategic Direction 2: Student wellbeing, belonging and connections.

Purpose	People	Processes	Practices and Products
Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.	<b>Students</b>  Understand and enact the school's core values of Respect, Responsibility and Success.  Develop and demonstrate engagement in Personal Development, Health and Physical Education lessons with increased commitment to personal wellbeing.	Staff review wellbeing systems, practices, and what's working well from data and like schools.  Implement a wellbeing, resilience, social and emotional program to support student success and build resilience.  Explicit teaching will focus on self regulation, wellbeing and resilience.  Improving social competences, positive self image of students through wellbeing, personal development, physical activity and involvement in Community of Schools (CoS) opportunities to support students' healthy lifestyle choices.	<b>Practices</b>  Student wellbeing team regularly reviews data and informs staff of changes to practice at staff meetings.  Establish a school garden to encourage healthy lifestyle choices and further embed Project Based Learning.  Implement Community of Schools projects to encourage social interaction, participation and build staff and student capacity.  Sports coach employed to introduce and improve student skills in a variety of sports. Skills will be consolidated through a weekly Physical Education Program.
Improvement Measures	<b>Staff</b>  Apply knowledge and understanding of the core values and the universal strategies of Positive Behaviour for Learning., ensuring every student is known valued and cared for.  Recognise and engage in Personal Development and Health and Physical Education programs that lead to healthy active students.	<b>Evaluation Plan</b>  Progress towards improvement measures will be evaluated through: <ul style="list-style-type: none"> <li>• surveys of parents and students</li> <li>• Attendance data</li> <li>• Engagement data</li> <li>• Student Learning journals</li> <li>• Student goal setting</li> </ul>	<b>Products</b>  Establish Positive Behaviour for Learning signage outlining positive reward system and expectations for each area of the school.  Community of Schools teaching programs aligned with CoS Scope and sequence to implement, consolidate and provide feedback on student wellbeing programs.  An accessible and connected system of tracking and monitoring of behavioural, attendance and reward data is developed and regularly reviewed.  Community of Schools learning opportunities will alleviate rural isolation, utilise staff expertise and enhance student engagement.  Sustainable school garden produce supports learning in wellbeing programs.
All staff collaborate with Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.	<b>Parents/Carers</b>  Deepen and strengthen their knowledge and understanding of the school values.  Parents actively support the school commitment towards health and wellbeing.		
100% of students participate in regular physical activities in school (Premier's Sporting Challenge)			