

School plan 2018-2020

Palmers Island Public School 2829



School background 2018–2020

School vision statement

Palmers Island Public School will provide staff, students, families and the wider community opportunities to work together to achieve the best possible educational outcomes for all students.

We will provide opportunities for creativity, communication and collaboration that will enable students to be critical thinkers and responsible productive citizens.

School context

Palmers Island Public School is a small school located in Northern New South Wales within the Lower Clarence River delta. Our school is located midway between Yamba and Maclean. The school was established in 1886. We have a current enrolment of 46 children comprising 2 multi-stage classes. We have two permanent teachers, one permanent part-time teacher and two SLSO officers.

Palmers Island has a small community village with a corner store, a small housing estate, several farming properties and two caravan parks.

The school has a ICSEA of 974 indicating low socio-economic backgrounds of families attending our school, although high expectations are indicative. We have approximately 13% of the school population identifying as Indigenous.

The school has a reputation as being busy, inclusive and supportive of all families within the small school environment.

Students are starting Palmers Island Public School with limited pre-schooling experience. This affects their readiness to enter Primary School.

Palmers Island Public School works collaboratively with the Clarence Valley Community of Small schools (CVCROSS).

School planning process

Consultation with the school community took part in two formal ways. All community members were surveyed and a small focus group was established to discuss the needs of our school. Both groups identified student well-being along with school readiness or access to preschool as priorities.

Teaching staff were consulted via a number of staff meetings. They identified the academic achievement of their students as a focus. In particular building academic Writing and student resilience through effective feedback. Writing continues to be a need as identified by previous NAPLAN achievements.

Our 3 strategic directions reflect the identified needs of our students, the preferences of the families and the requirements of the community, organised within the NSW Department of Education and Communities School Excellence Framework.

Instructional Rounds

Kids results – Tell them from me – survey

Staff Meetings

P & C

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Domain – Assessment

Theme – Student Engagement

Purpose: Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.



STRATEGIC DIRECTION 2 Teaching

Purpose:

Domain – Effective Classroom Practice

Theme – Feedback

Purpose: Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.



STRATEGIC DIRECTION 3 Leading

Purpose:

Domain – School Planning, Implementation and Reporting

Theme – Continuous Improvement

Purpose: The school is recognised as a leader for its impact on learning progress its effective practices and continuous improvement and its active support of (improvement in) other schools.

Strategic Direction 1: Learning

Purpose

Domain – Assessment

Theme – Student Engagement

Purpose: Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Improvement Measures

80% of students achieve at or above expected growth in NAPLAN reading, writing and Mathematics

Student attendance averages 95% annually

100% of children will be tracked on the learning progressions.

Every student is engaged and challenged to continue to learn.

People

Students

Students will build skills to self-assess utilising literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Leaders

Leaders will adopt a coordinated approach to wholeschool assessment to ensure that students, staff and parents understand the processes involved with the expectation of improvement in learning progression.

Parents/Carers

Parents and carers will develop an understanding of the assessment approaches and the value it has to the teaching learning cycle.

Staff

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Processes

Students to be involved in the effective use of Bump It up Wall and continuum markers to set Individual Goals.

Formulate video outlining how we use assessment within the school – put on school stream and website.

Conduct regular parent, teacher, student meetings to discuss and understand the assessment approaches being used.

Evaluation Plan

Meeting notes, formal and informal.

Tracking of students on progressions.

Survey responses.

Practices and Products

Practices

Effective tracking of students on data collection tables.

Students to have regular meaningful meetings with teachers to discuss their progress

Products

Students making progress through the expected Learning Progressions for their stage/ability level and obtaining at or above year level.

Teachers planning classroom activities and differentiation tasks to target student engagement and build self direction within students.

Survey results indicate that all parents, students and teachers feel informed about current practices.

Strategic Direction 2: Teaching

Purpose

Domain – Effective Classroom Practice

Theme – Feedback

Purpose: Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Improvement Measures

Reach parity or above with similar school groups with respect to average in all NAPLAN (at or above expected growth)

Increased proportion of all students (and proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy.

People

Parents/Carers

Engage in learning activities and ongoing communication regarding how to support their child and have a growth mindset.

Staff

Ongoing professional development.

Engage with students individually to understand and achieve learning goals through effective and timely feedback.

Students

Seeking and responding to feedback about their learning goals. Working explicitly to address errors and gain deeper insights into how to improve.

Leaders

Support staff to formulate tracking sheets and engage in professional discussions about student progress and the effectiveness of systems to support staff and students in place.

Processes

Learning progressions training

Writing Initiative CVCROSS – to work collaboratively across the CVCROSS to improve student writing outcomes and increase teacher capacity.

Quality teaching and consistent judgement

L3, English Stars and iMaths Investigations

Evaluation Plan

Plotting of students on learning progressions and achievement of markers.

Parent and student surveys.

Practices and Products

Practices

Attend staff development day term 2 2018.

CVCROSS stage meetings.

Evidence based teaching practices.

Products

Evidence of feedback through marking and explicit comments on work samples to direct students to what they need to do next.

90% of students achieving most curriculum outcomes for their stage of learning.

Student surveys indicate clear understandings of their progress and what they need to achieve to improve further.

Strategic Direction 3: Leading

Purpose

Domain – School Planning, Implementation and Reporting

Theme – Continuous Improvement

Purpose: The school is recognised as a leader for its impact on learning progress its effective practices and continuous improvement and its active support of (improvement in) other schools.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

8% improvement for all students

30% improvement in Aboriginal students

People

Staff

Implementation of Peaceful Kids activities across all classrooms.

Support for students in need of additional strategies to operate and meet the expected behavioural and learning outcomes

Students

Practice relaxation and coping strategies.

Lead others by example.

Discuss issues as they arise.

Parents/Carers

Develop understanding of how children think and support staff by modelling and employing sound practices at home.

Processes

Student Wellbeing is intergrated across all Learning Areas – Peaceful Kids, KidsMatter, Bounce Back, Student Support Well being officer

Peer Support – leadership training and continuation of Peer Support activities Terms 2 and 3

To work collaboratively with across COSS to implement STEM professional learning for staff with a focus on futures based learning outcomes (unpacking the skills students need) for students.

Evaluation Plan

Student surveys and reflection on practices to maintain well being.

Staff and parent surveys and reflections on effective practices aimed at continuous improvement.

Practices and Products

Practices

Principal's Conferences

Staff development – Bounce Back

STEM professional development

Debating, Tournament of the Times and other CVCOSS based initiatives. Premier's challenges – reading, debating, spelling.

ICAS – national assessments

Products

Shared resources across schools. Collaborative planning and initiatives where stage teachers meet and discuss concepts and processes for improving student outcomes.

School growth and recognition for it's achievements

Deep analyse informs all teaching practices.