

School plan 2018-2020

Palinyewah Public School 3912



School background 2018–2020

School vision statement

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ...

Participate

Persevere

Succeed.

School context

Palinyewah Public School is a small rural school located on the Darling River, 40km north of Wentworth. Mildura is the closest large centre which is located 60km south east of the school. Palinyewah Public School services the locality of Ellerslie and the surrounding farming community located to the north of the school.

Palinyewah Public School is classified as a TP1 school with a teaching principal, assisted by a part time teacher and various part time support staff. The school has one multi-stage class.

Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Our school expectations are:–

- Be responsible – make wise choices
- Be respectful – consider others
- Always do your best – persevere

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents alike taking great pride in their school.

Our school community values education and is very supportive of the school.

The school is part of two networks – the local area Sunraysia Network, and the broader Far West Network.

School planning process

To inform our planning for 2018 – 2020 staff, students and parents were initially involved in providing feedback on current school practices, as well as their thoughts and ideas for the future direction and priorities of the school.

The information gathered was used to develop the school vision and strategic directions.

The draft School Plan was presented to staff and parents for discussion and further feedback.

Feedback was also provided by the Principal, School Leadership and the Senior Project Officer, Evaluation Capacity Building.

Revisions to the plan were further incorporated following discussions with the Director, Educational Leadership.

School strategic directions 2018–2020



Purpose:
To build the foundational skills and attitudes for learning which will enable the students to be self regulated learners and continue to learn throughout life.

Purpose:
To develop teacher quality and build leadership capacity to meet the needs of the students through accessing professional learning opportunities, coaching and mentoring.

Purpose:
To nurture active, positive and respectful partnerships with the local and wider communities to support and extend student learning through collaboration and engaged communication.

Strategic Direction 1: Learning

Purpose

To build the foundational skills and attitudes for learning which will enable the students to be self regulated learners and continue to learn throughout life.

Improvement Measures

Individual students using a variety of tools to reflect on their learning and set goals for further progress.

Individual student progress reflected in higher levels of literacy and numeracy comprehension

People

Students

Actively participate and persevere in learning.

Regularly reflect on their learning and seek to further their learning through aspiring to improve their skills.

Staff

Assist students in achieving learning goals through engaging learning experiences and timely feedback.

Undertake PBL training, and implement the practises.

Leaders

Inform parents and carers of the learning activities being undertaken as part of the teaching and learning programs.

Parents/Carers

Aware of their student's progress and support and encourage their student's learning.

Processes

Reflecting

Creating a safe and supportive classroom environment where students regularly reflect on their learning, and can confidently plan for improvement and skill development through understanding their learning progression.

PBL

Positive Behaviour for Learning practises are implemented to assist in improving learning outcomes for all students.

Evaluation Plan

- variety of tools used for reflecting on learning
- school based standardised tests
- NAPLAN
- monitoring levels of success in completing learning activities in classroom observations
- analysis of student work samples
- surveys

Practices and Products

Practices

Students regularly reflect on their learning and set short term goals to continually progress in their learning.

Teachers regularly review learning with each student, ensuring each student has a clear understanding of how to improve.

Teachers use assessment data to monitor achievements and show areas of need in student learning.

Positive social expectations are regularly and explicitly taught.

Products

Each student has a record of their learning journey with goals for future progression.

Students striving to progress and further their learning.

Students show expected growth in literacy and numeracy.

Student wellbeing reflected through

Student wellbeing practises are reflected in positive, respectful relationships among students and staff, resulting in increased participation, perseverance and success in learning.

Strategic Direction 2: Teaching

Purpose

To develop teacher quality and build leadership capacity to meet the needs of the students through accessing professional learning opportunities, coaching and mentoring.

Improvement Measures

Staff collaboratively utilising data to monitor student learning linked with curriculum and progressions

Improved staff knowledge and understanding to plan, implement and assess for student learning

People

Students

Students give timely and respectful feedback to teachers.

Staff

Reflect on professional development needs and target professional learning opportunities to build pedagogical skills.

Leaders

Lead the professional learning of teachers and demonstrate exemplary teaching practises.

Parents/Carers

Regularly updated on training undertaken by staff.

Community Partners

Sourcing professional development in conjunction with Sunraysia and Far West schools.

Processes

Profession Learning

Provide high quality professional learning opportunities to meet strategically selected areas of skill development.

Collaboration

Teachers collaborate to share curriculum knowledge and collect data regarding student progress and achievement to develop teaching and learning programs which meet the needs of the students.

Evaluation Plan

- analysis of Professional Development Plans
- PBL training progress
- Learning Progressions training and usage

Practices and Products

Practices

Teachers use data to inform and differentiate their teaching by tracking and monitoring student progress on the learning progressions.

Teachers use a range of explicit strategies to explain and breakdown knowledge, which is assessed to identify students' learning needs.

Teachers undertake professional learning to build skills in the analysis, interpretation and use of student progress and achievement data as well as enhance skills in classroom pedagogy.

Products

Teaching and learning programs show differentiation to meet student needs.

Student learning needs are regularly and routinely identified and addressed.

Teachers confidently utilise student progress and achievement data to evaluate student understanding of lesson content.

Teachers evaluate their pedagogy and take responsibility for their learning goals.

Strategic Direction 3: Connecting

Purpose

To nurture active, positive and respectful partnerships with the local and wider communities to support and extend student learning through collaboration and engaged communication.

Improvement Measures

A wider range of cultural and sporting educational experiences offered to students

Feedback from wider community shows strong partnerships are formed through increased communication and understanding of learning programs

People

Students

Build skills to reflect on their learning.

Develop appropriate social skills to work collaboratively with a variety of people including peers and trained practitioners.

Staff

Develop skills in confidently assist students to use electronic methods to communicate their progress to parents and carers.

Source community partnerships which will enhance and broaden learning opportunities and experiences for students.

Parents/Carers

Develop a clearer understanding of the learning activities undertaken across the school.

Leaders

Engage and collaborate with parents and the school's wider community through effective liaison and consultation to improve student learning.

Community Partners

Develop strong connection to the school and willingness to engage in a variety of school activities.

Processes

Linking

Strategically forming collaborative links with other schools and the wider community to enhance student learning experiences and further develop social skills through cultural and sporting activities.

Communicating

Incorporating and utilising a variety of electronic communication methods to allow students to demonstrate their learning to family members and to inform the wider community of the school's learning activities.

Evaluation Plan

- variety of additional learning experiences undertaken
- parent and community feedback
- utilisation of electronic communication options

Practices and Products

Practices

Collaborating with families and the broader community to facilitate enrichment programs.

Consultative decision making involving the school and the community on improving student learning.

Utilising electronic forms of communication to encourage students to reflect on their learning and demonstrate their learning to others.

Products

Students access a diverse range of learning opportunities.

Positive and strong partnerships are formed between the school and community through a greater knowledge and understanding of the learning programs undertaken.