

# School plan 2015 – 2017

## Awaba Public School - 1084





## 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 aim is to ensure success for everyone. Our school motto is "Achievement Through Effort". We promote this through Quality Teaching and learning programs, a safe and trusting learning environment and a close, supportive community. It is a unique setting that supports students through their learning journey in the same class for up to four years. The school is well resourced and is situated on the western fringe of Lake Macquarie. The current enrolment is 26 students, 2 of which are Aboriginal. Our school enjoys an ethos of high expectations where students and staff are supported by a high level of community involvement. The P&C are extremely active and have been an integral part of promotional activities and school grounds improvements.

We have two mainstream classes in which the multi age setting provides its own remediation and extension. Students guide and nurture each other to achieve personal goals.

Over 50% of students are currently working on Individual Education Programs (IEP) and are supported by modified classroom programs and targeted support through Transitional Equity funding.

The staff are experienced, supportive, accepting of meaningful change and committed to the collaborative school vision.

Awaba Public School enjoys an alliance between Argenton, Boolaroo and Fassifern for sporting events and staff professional learning.

## School planning process

In term 4, 2012, the school was faced with the first significant change in the leadership team in 11 years and community involvement was minimal. The P&C also went through a change of executive at the same time and so a new team, in both areas, brought about change in collaboration and planning. Communication was a problem that was overcome by way of group texts, the creation of a new school website and surveys being conducted at school events, to determine community wants, needs and perceptions. The opinions of parents, students and teachers were sought in relationship to a whole school vision. P&C meetings, attended by staff, worked on our first draft in 2013 and a final vision statement was established in 2014. Another key problem area identified was declining student numbers. Major events within and outside our school setting were organised in 2013 and 14 and have had a direct effect on achieving our target of 26 students in 2015. We are planning on further promotional activities, as a group, to sustain this for future years.

Staff students and parents were consulted through the 5P planning process and through surveys, to establish "What Awaba Does Best", "Learning Areas For Improvement" and "Options to Include in Our School". People were asked to choose what we do best from each KLA and welfare. Core subjects scored the highest percentage of favourable votes with 37% for English and Mathematics with 26%. The areas voted for improvement were 10% for PE, PD, Health and 40% for CAPA.

Staff, students and parents were also surveyed to gauge the effectiveness of our Transitional Equity programs "The Big Day Out" and student Independent Education Programs (IEP's). The survey returned 100% strongly agreed in the development of deep knowledge, vocabulary and student growth towards targets.

Staff and parents have a strong bond, which allows the 5P process to deepen with our individual strengths.



## STRATEGIC DIRECTION 1

Delivering consistently high quality educational practices.

### **Purpose:**

To deliver an equitable, reliable and challenging learning environment across our school, based on quality, consistent and high level professional practice for teachers, which is personalised and differentiated for all students.

## STRATEGIC DIRECTION 2

Supporting individual learning for all in a secure, engaging and supportive way.

### **Purpose:**

To design and implement a learning provision which is personalised for each student in a way, which is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

## STRATEGIC DIRECTION 3

Promoting a positive learning culture through strong, sustainable and respectful partnerships.

### **Purpose:**

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



# Strategic Direction 1: Delivering consistently high quality educational practices across our school.

## Purpose

To deliver an equitable, reliable and challenging learning environment across our school, based on quality, consistent and high level professional practice for teachers, which is personalised and differentiated for all students.

## Improvement Measures

- To increase the number of students achieving at or beyond expected stage standard by the end of 2017.
- School based assessment data will demonstrate student growth along the continuums in Literacy and Numeracy.

## People

**Students:** develop a set of personal learning goals, through self-awareness, based on their position on the continuums, that foster growth.

**Staff:** Develop personalised professional development plans for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

**Staff:** Revise and update school programs, which engage creative, informed provisions for 21<sup>st</sup> century learning through Quality Teaching.

**Parents/Carers:** Inform and welcome communication between parents and caregivers of the school focus, achievements and initiatives in a multi-faceted way.

**Community Partners:** Invite interaction and communication from community partners to deepen understandings and strengthen community bonds.

**Leaders:** Engage student leaders in the development of leadership capabilities, which integrate skills and learning.

## Processes

- To implement “Maths Ninja” and “I Can Statements” that align with the current continuum for literacy and numeracy, in consultation with teachers, parents/carers and students and ensure that students have direct access in their classroom.

- To set, manage, monitor and review student goals in line with the syllabus and continuum.

- To develop a PDF for all teaching staff and a timeline to monitoring and review in line with the Quality Teaching Framework.

- To develop a deeper, shared understanding of the Quality Teaching framework through teacher self-evaluations, lesson observations, peer feedback.

- To review and update school wide programming formats and scope and sequences in line with new syllabus requirements and learning adjustments.

- To review and update current teaching programs in the focus areas of PE, PD Health and CAPA in line with Quality Teaching.

### Evaluation Plan:

Internal – Performance and Development Framework review and updated.  
Literacy and numeracy continuums reviewed and updated.

External – Employ a trusted colleague to critically review the quality and effectiveness of the implementation approach across the school.

## Products and Practices

- Product: To increase the number of students achieving at or beyond expected stage standard by the end of 2017.

- Product: Students will demonstrate growth on literacy and numeracy continuums.

Practice: To imbed baseline data testing in Numeracy and Literacy across the school.

Practice: To review and update student learning goals on the continuums at regular intervals to show growth.

Practice: Staff and students reflect and report on the achievement of their own learning goals and set clear goals for their development.

Practice: High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessments and achieving professional teaching standards.

## Strategic Direction 2: Supporting individual learning for all in a secure, engaging and supportive way.

### Purpose

To design and implement a learning provision which is personalised for each student in a way, which is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

### Improvement Measures

- Students working on Individual Education Programs (IEP's) will demonstrate achievement of equal to or greater than 80% of set targets.
- Students demonstrate growth towards personal learning goals.

### People

**Students:** Encourage and support students to engage in their own learning in a supported and inclusive environment.

**Staff:** Engage in professional learning to develop teaching strategies for individual learning needs.

**Staff:** Develop capabilities in differentiated learning. This will include a deep working knowledge of the syllabus and continuums as a goal-setting tool.

**Staff:** Strive for Great Teaching Inspired learning.

**Parents/Carers:** Design a multi-faceted communication strategy to build awareness amongst parents of the school focus on differentiated learning. This will include tips for parents on supporting the learning of their children at home.

**Community Partners:** Engage professional screening of all students in Kindergarten – year 2 (and selected students 3-6) to ensure intervention can occur.

**Community Partners:** Engage the support, knowledge and skills of Yamuloong Aboriginal Bush Tucker Centre staff.

### Processes

- To establish a focus on differentiated learning that targets individual students to improve learning experiences that also considers cultural knowledge, contextual integration, high expectations and explicit quality objectives.

- Develop strong communication strategies between home, school and other involved parties to ensure student success. Provide screening of hearing, speech, sight and OT.

- Regular reporting of successes as students achieve goals.

- Review and maintain student IEPs and GATS programs, in consultation with teacher, student, LAST and parents/caregivers.

- Develop and implement a program to extend and deepen our Aboriginal students' peer and community involvement.

#### Evaluation Plan:

Internal – IEP goal setting and reviews. Student self-reflections, outlining progress in their own learning.

External – Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

### Products and Practices

Product: Students will achieve equal to or greater than 80% of their personal targets.

Product: Students will demonstrate growth towards personal learning goals.

Practice: Students share in a culture of setting their own learning, goals using reflection and consistent judgement, with the guidance of their teachers and parents.

Practice: Develop engaging, high quality planning and programming which embeds 21<sup>st</sup> century skills.

Practice: School assessment shows growth towards individual learning goals.

Practice: Consistent and transparent communication between all parties supports the students to reach their goals.

Practice: Embed a culture of reflection and self-evaluation with set times for goal review that utilise consistent student and teacher judgement techniques.

## Strategic Direction 3: Promoting a positive learning culture through strong, sustainable and respectful partnerships.

### Purpose

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

### Improvement Measures

- To increase the level of shared learning and school involvement in a Small School's Alliance.
- To maintain and increase student numbers through systematic school promotional activities.
- To increase the use of a common vocabulary and skills development pertaining to Awaba Public School's Positive Welfare Program through a baseline and final survey.

### People

Students: Strengthen student capabilities through enriched experiences; that include other small schools.

Students: Build leadership qualities and responsibilities by students taking a greater lead in school events, activities and the delivery and maintenance of the welfare program.

Staff: Strengthen capabilities of staff in building authentic partnerships within this school and across other small schools, in a professional learning alliance.

Staff: Maintain a culture of positive school promotion and community partnerships.

Parents/Carers: Build on positive relationships and improve parent involvement in student learning goals.

Parents/Carers: Provide knowledge of and vocabulary and practices around Awaba Public School's Positive Welfare Program.

### Processes

- Build strong relationships with small schools, which benefit all parties in a supportive and trusted environment.

- Maintain a high level of parent and community involvement through communication, partnerships and events that involve the wider community.

- Maintain and develop school promotion and consultation through 21<sup>st</sup> century accessible communication.

- Review and maintain student wellbeing through the implementation of Awaba Public School's Positive Welfare Program and regular student, staff and parent/carers surveys.

#### Evaluation Plan:

Internal: Demonstrated growth in Small School's Alliance.

Welfare surveys display an increase in knowledge of skills and common vocabulary.

External: Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

### Products and Practices

Product: Staff and students demonstrate growth in participation and professional learning in a Small School's Alliance.

Product: Awaba Public School's Positive Welfare Program demonstrates growth through survey results and becomes part of the school community culture.

Product: To maintain and increase student numbers through systematic school promotional activities.

Practice: High quality teaching and learning practices demonstrated, shared and supported by a larger community of professional support with improved learning outcomes for all.

Practice: Awaba Public School's Positive Welfare program is embedded and communicated in a multi faceted way.

Practice: A timeline of school promotional and transitional activities are maintained in order to secure school stability.