

School plan 2015-2017

Palmers Island Public School 2829



School background 2015–2017

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 54 children comprising 3 multi-stage classes. We have three permanent and one temporary teacher, two SLSO officers and one LAST teacher (1 day a fortnight) supported by the Principal as a LAST teacher.

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 FOEI of 121 indicating low socio-economic backgrounds of families attending our school, although high expectations are indicative. We have approximately 10% 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 to no pre-schooling experience. This affects their readiness to enter Primary School.

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 Measurement and Writing. These two areas were also 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.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Teaching and Learning

Purpose:

To ensure a quality continuum of learning for our students and staff. A focus on innovation, excellence and continuous learning and improvement

- A focus on NAPLAN identified weaknesses
- Providing opportunities and pathways for every student to reach their full potential.
- Providing opportunities and pathways for each staff member to achieve their teaching and learning aspirations.

STRATEGIC DIRECTION 2 Engagement

Purpose:

To meet the changing needs of our students.

- The continuation of the Pre-Kindergarten program to ensure all our future students are beginning Kindergarten as prepared, confident learners.
- Up-to date technologies including iPads and access to technology
- Greater engagement of local community

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To develop successful learners, confident, well-rounded, independent individuals with a strong sense of self.

- Focus on Kids Matter Program as an overarching program from which all well-being programs take focus from.
- Ensuring that all students have the tools to achieve their goals.

Strategic Direction 1: Teaching and Learning

Purpose

To ensure a quality continuum of learning for our students and staff. A focus on innovation, excellence and continuous learning and improvement

- A focus on NAPLAN identified weaknesses
- Providing opportunities and pathways for every student to reach their full potential.
- Providing opportunities and pathways for each staff member to achieve their teaching and learning aspirations.

Improvement Measures

- Improved NAPLAN results in writing by the end of 2017.
- Improved NAPLAN results in Measurement by the end of 2017.

People

Students

Teacher learning is differentiated and focused on the needs of the students.

Staff

Teaching Practices are shared and promoted through quality professional learning.

Parents/Carers

Skills established with parents to assist students.

Leaders

Explicit and clear school-wide targets are communicated to parents, families teachers and students.

Processes

K–6 approach to Literacy Session

Learning and Support Teacher to work with staff to implement classroom practices in a team-teaching scenario.

Development of a K–6 scope and sequence

In conjunction with the AP Learning and support, develop a consistent and sequential approach to the teaching and learning of writing.

K–6 Maths Groups

Teachers to come together each Monday to provide students with hands-on based activities differentiated to meet individual needs of students.

Varied Learning Experiences

Students will be able to access a variety of inspirational learning experiences including author talks, writers festival excursions, book making experiences and so on.

Teacher Training

Staff will undergo Literacy (L3) and maths focused professional development.

Use of PLAN Data

All staff trained in PLAN. Whole school to be entered on PLAN, evaluated 5 weekly and tracking system implemented to better inform teaching and learning experiences.

Evaluation Plan

PLAN data will inform teachers and leadership team of improvement

Practices and Products

Practices

- Whole school maths groups
- Ongoing professional development
- Whole school focused writing improvement tracked by PLAN
- Implementation of writing scope and sequence
- PDP – development. All staff have strong individualised PDP's driving excellent teaching as measured by teaching standards and the national school improvement tool.

Products

- Improved writing PLAN results
- Improved measurement PLAN results
- Scope and sequence for writing

Strategic Direction 2: Engagement

Purpose

To meet the changing needs of our students.

- The continuation of the Pre-Kinder program to ensure all our future students are beginning Kindergarten as prepared, confident
- Up-to date technologies including iPads and access to technology
- Greater engagement of local community

Improvement Measures

- Improved PLAN Data for Kindergarten – Year 1 students by the end of 2017.
- Greater community support and involvement in the education of students.
- Ratio to students access to technology improved to 1:1.

People

Students

Teach 'Early Years' skills to ensure students are 'School' ready.

Staff

Employ a specialised 'Pre-Kinder' teacher who has experience working with pre-school aged students to develop skills required to successfully begin kindergarten.

Parents/Carers

Development of relationships with community members to assist in the running of the program.

Leaders

Positive relations developed to ensure the future support and participation in the program.

Processes

Parent Feedback

At the end of 2016, pre-kinderparents were surveyed and an overwhelming majority of parents endorsed the program and hoped to see it continue.

Advertising the Program

Advertising at the local pre-schools and in the newspaper. Flyers distributed to possible new students.

Employment of a staff member

1/2 Day fortnightly, Term 2, 1/2 day term 3, once a week and a full day term 4, once a week.

Purchase of equipment to maintain teaching and learning experiences

Ensure all students have physical access to technology in the classroom along with iPad apps to assist in the teaching and learning process.

Professional Learning experiences for staff.

Evaluation Plan

- Parent Feedback
- PLAN Data
- Teacher Observations

Practices and Products

Practices

- On-going professional development
- Implementation of the Pre-Kinder Program

Products

- Improved PLAN Data for Kindergarten students along with professional observations from Kindergarten teacher in regards to how well prepared the students are (2016, 2017, 2018).
- Students accessing technology in a meaningful way to enhance their learning.

Strategic Direction 3: Wellbeing

Purpose

To develop successful learners, confident, well-rounded, independent individuals with a strong sense of self.

- Focus on Kids Matter Program as an overarching program from which all well-being programs take focus from.
- Ensuring that all students have the tools to achieve their goals.

Improvement Measures

- Attendance improvements
- Student mental health improvements
- Parent Surveys.

People

Students

All students will be exposed to the KidsMatter approach.

Staff

Staff will participate in KidsMatter training and be part of regular meetings regarding student well-being. Staff will work to develop a whole-school approach dedicated to ensuring positive learning experiences and lessons for all students

Parents/Carers

Parents and carers will form part of a well-being committee dedicated to informing school practices and the implementation of the KidsMatter approach.

Community Partners

Local AECG. Development of a school based Aboriginal Education committee.

Processes

Leadership Conferences

Student participation in motivational leadership conferences to build self-esteem and self-belief.

Peer Support

Placing students in leadership and mentoring roles to support their younger peers. Develops strong school connections.

Indigenous Education Program

Valuing cultural identity of our indigenous students and the region in which our students reside. Fostering respect and understanding.

Evaluation Plan

Using KidsMatter survey resources, students, staff and families will provide feedback to evaluate these strategies.

Practices and Products

Practices

- KidsMatter Program
- Aboriginal Education more specific to the needs of our students


Products


- Strong cultural connections established.

Strategic Direction 1: Teaching and Learning

2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies

























Off track 

Implementation Delayed 

On track 






















Process 1: K–6 approach to Literacy Session

Learning and Support Teacher to work with staff to implement classroom practices in a team-teaching scenario.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 2: Development of a K–6 scope and sequence


In conjunction with the AP Learning and support, develop a consistent and sequential approach to the teaching and learning of writing.


Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 1: Teaching and Learning

2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies

Off track 

























Implementation Delayed 

On track 

  	END TERM 4 ANNUAL MILESTONE			
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Process 3: K–6 Maths Groups

Teachers to come together each Monday to provide students with hands–on based activities differentiated to meet individual needs of students.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID–YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 4: Varied Learning Experiences


Students will be able to access a variety of inspirational learning experiences including author talks, writers festival excursions, book making experiences and so on.










Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID–YEAR REFLECTION		
  	MID TERM 3		

Strategic Direction 1: Teaching and Learning

2017

























Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies

Off track  Implementation Delayed  On track 

  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			










Process 5: Teacher Training

Staff will undergo Literacy (L3) and maths focused professional development.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 6: Use of PLAN Data




All staff trained in PLAN. Whole school to be entered on PLAN, evaluated 5 weekly and tracking system implemented to better inform teaching and learning experiences.
















Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		

Strategic Direction 1: Teaching and Learning

2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies


Off track  Implementation Delayed  On track 

  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Engagement

























2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies, Felicity Doyle

Off track  Implementation Delayed  On track 






















Process 1: Parent Feedback

At the end of 2016, pre-kindergarten parents were surveyed and an overwhelming majority of parents endorsed the program and hoped to see it continue.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 2: Advertising the Program

Advertising at the local pre-schools and in the newspaper. Flyers distributed to possible new students.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 2: Engagement

























2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies, Felicity Doyle
















Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE			
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Process 3: Employment of a staff member
1/2 Day fortnightly, Term 2, ½ day term 3, once a week and a full day term 4, once a week.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		



Process 4: Purchase of equipment to maintain teaching and learning experiences
Ensure all students have physical access to technology in the classroom along with iPad apps to assist in the teaching and learning process.










Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		

Strategic Direction 2: Engagement

























2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies, Felicity Doyle

Off track  Implementation Delayed  On track 

  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			


Process 5: Professional Learning experiences for staff.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Strategic Direction 3: Wellbeing

























2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies

Off track  Implementation Delayed  On track 






















Process 1: Leadership Conferences

Student participation in motivational leadership conferences to build self-esteem and self-belief.

Milestone	Evaluation	Resources
   MID TERM 1		
   END TERM 1		
   MID TERM 2		
   END TERM 2 MID-YEAR REFLECTION		
   MID TERM 3		
   END TERM 3		
   MID TERM 4		
   END TERM 4 ANNUAL MILESTONE		

Process 2: Peer Support


Placing students in leadership and mentoring roles to support their younger peers. Develops strong school connections.


Milestone	Evaluation	Resources
   MID TERM 1		
   END TERM 1		
   MID TERM 2		
   END TERM 2 MID-YEAR REFLECTION		
   MID TERM 3		
   END TERM 3		
   MID TERM 4		

Strategic Direction 3: Wellbeing

2017

Project Leader/s: Ellie Wiseman, Kath Hardaker, Jade Clare, Fiona Davies

Off track 

























Implementation Delayed 

On track 

  	END TERM 4 ANNUAL MILESTONE			
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Process 3: Indigenous Education Program

















































Valuing cultural identity of our indigenous students and the region in which our students reside. Fostering respect and understanding.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Key funding initiatives: progress monitoring of initiatives, impact and resources



2017

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		
2. Quality Teaching, Successful Students (QTSS)			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Key funding initiatives: progress monitoring of initiatives, impact and resources

























2017

Off track  Implementation Delayed  On track 

3. Socio-economic background

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

4. Support for beginning teachers

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		