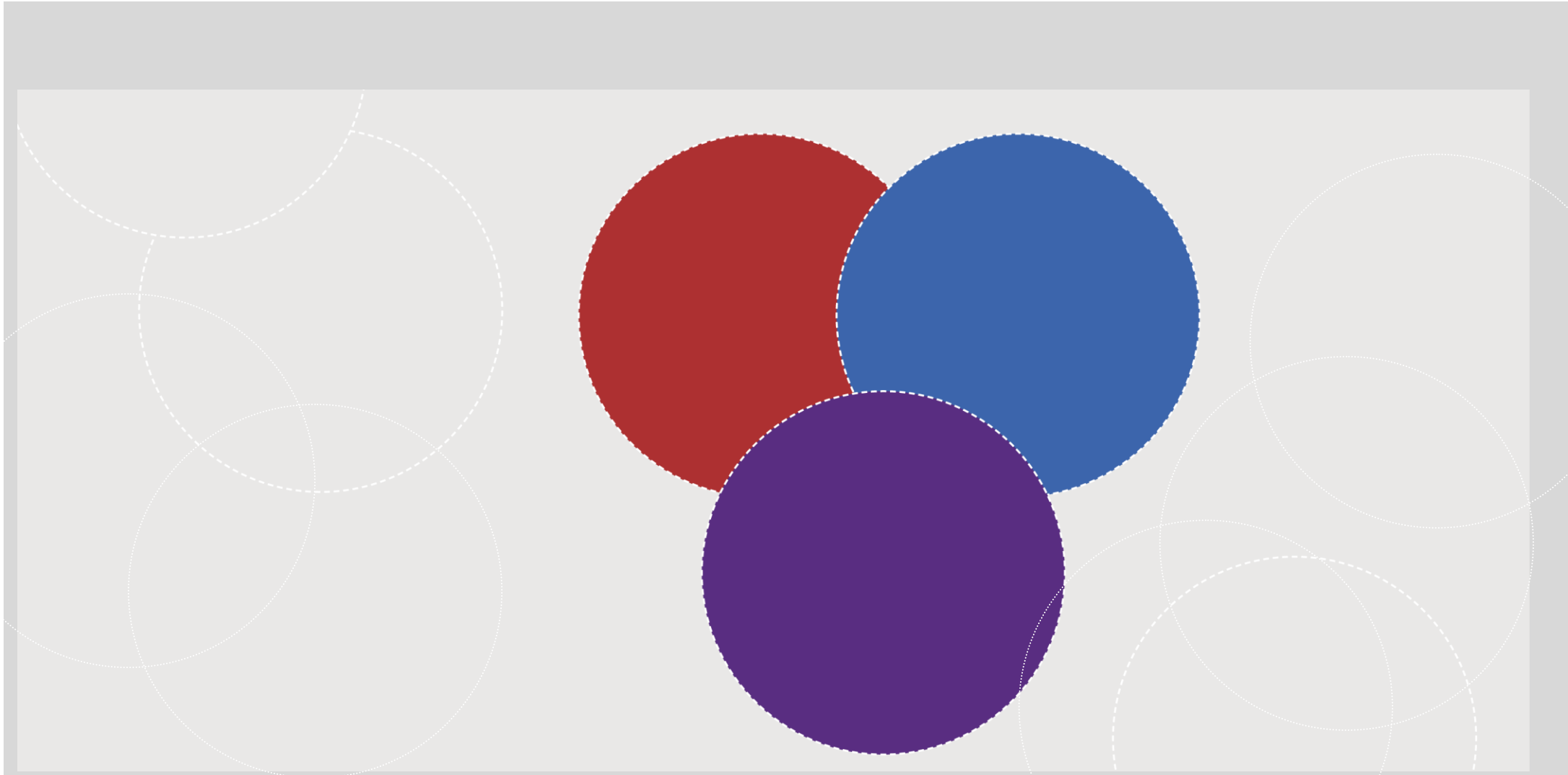


# Broadwater Public School Plan 2015 – 2017

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## School vision statement

Our school will provide a personal approach to quality education in a safe, caring, respectful and supportive environment.

Each child, regardless of their background or ability will be encouraged to do their personal best to be a successful learner.

As a school community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours, enabling them to become active and informed citizens who are respectful, caring and act with integrity.

## School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lismore School Education Group.

The school is staffed by a Teaching Principal, one full-time classroom teacher, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staff include a School Administrative Manager (.696) and a general assistant.

The school and community partnership remains strong with our core body of P&C helpers eager to promote our educational programs and student achievement. Our staff actively promote opportunities for parents to work as partners in our school.

The school's **ICSEA at 1032** shows a socio-educational spread above the average of 1000 with 15% in the lowest quartile and 18% in the highest quartile. Lower ICSEA scores attract more funding for students.

The NSW DEC measure of Family Occupation and Education Index (**FOEI is 85**), which is below the mean of 100. Lower FOEI scores indicate lower levels of need. (ie lower SES) and hence less funding.

NAPLAN performance is usually similar or better than other schools in the Similar Schools Group. The school's NAPLAN literacy performance is generally higher than aspects of our numeracy performance. Whilst literacy performance is usually good, writing and spelling aspects require more attention.

## School planning process

A review of the 2012-2014 school plan was conducted by staff to determine those initiatives which were successful and those which didn't meet expectations. An analysis of 2014 NAPLAN data was also undertaken which along with school assessment data, was used to identify any underperformances in Literacy and Numeracy.

Staff were guided through the school planning format, highlighting its key elements and the process to be followed in formulating our school plan for 2015-2017. An outline of the new school plan format and process was shared with the P&C body. Suggestions from our school community were sourced through a formal survey, informal parent-teacher meetings and a number of P&C meetings. Following this a short survey was sent to each family asking for feedback on our strengths and areas for future school improvement. The survey also included the opportunity for parents to share their ideas on a vision for our school. Twelve surveys from 26 families were returned. Students were asked to provide feedback through general class discussions and a survey about what they liked about their school and ways in which we could make it even better.

Through the survey, staff meetings and general discussions staff were able to share their ideas and discuss feedback from our school community. Our P&C group and staff discussed the results of the parent, staff and student surveys and a shared decision was made on the School Vision Statement and the three Strategic Directions for our school.

Through follow-up meetings staff decided on the processes and practices we intend implementing to achieve our 3 Strategic Directions.



## STRATEGIC DIRECTION 1

To improve student outcomes in both Literacy and Numeracy through an increased focus on differentiated teaching and continued assessment.

## STRATEGIC DIRECTION 2

Provide opportunities for staff and students to be more competent users of Information Technology for learning in the 21st Century.

## STRATEGIC DIRECTION 3

Enhanced opportunities to work with our Community of Schools groups to build leadership capacity and consistent, high standard educational practices.

### Purpose:

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.  
To provide quality learning experiences which allow the development of students' abilities to think critically and creatively.

### Purpose:

Learning in the 21 Century will require students to have the knowledge and skills to engage with and competently use Information Technology as a tool for learning and communicating.

### Purpose:

To strengthen broader learning opportunities for students and staff at Broadwater Public School by developing stronger partnerships between our community of schools.

# Strategic Direction 1: To improve student outcomes in both Literacy and Numeracy through an increased focus on differentiated teaching and continued assessment.

## Purpose

### Why do we need this particular strategic direction and why is it important?

Literacy and Numeracy are the foundations for learning in all of the key learning areas and are the core work of our school.

To provide quality learning experiences which allow the development of students' abilities to think critically and creatively.

## Improvement Measures

- ❖ To match or better average State Growth from Years 3 to 5 in NAPLAN reading, writing and numeracy results as assessed in 2015-2017.
- ❖ Students have an understanding of their own skill set and understandings across Literacy and Numeracy strands.

## People

### How do we develop the capabilities of our people to bring about transformation?

#### Students:

To engage students in quality meaningful learning experiences in both literacy and numeracy which are responsive to student needs.

#### Staff:

Develop staff capabilities to analyse continuum data and develop appropriate scaffolded learning activities according to identified student needs.

#### Staff:

Access professional learning to target specific goals as identified in Professional Learning plans.

#### Parents/Carers:

Collaborate with and provide to parent and community members a clear articulation of the curriculum focus of the school.

#### Students:

To provide feedback to teachers on how students see their own learning progressing and where they sit with regard to continuum data.

#### Leader:

In collaboration with staff develop a framework for professional learning pathways and organisational practices.

## Processes

### How do we do it and how will we know?

- Build staff understanding of continuums and their ability to match students to continuum cluster markers using PLAN. Systematically use the Planning for Literacy and Numeracy (PLAN) for students in K-4.
- Literacy and Numeracy programs are developed reflecting the content and strategies of the new English and Maths syllabuses.
- Further develop staff understanding of quality pedagogy in both Literacy and Numeracy through collaborative implementation of Focus on Reading 3-6 (FoR) and Count Me In Too (CMIT) strategies.
- Build staff capacity to differentiate curriculum delivery to meet the needs of individual students.

### Evaluation Plan

- ✓ Determine staff use of the Literacy and Numeracy continuums in monitoring student progress. This will be verified by data in PLAN and students' Individual Learning Folders.
- ✓ Teaching staff are developing teaching programs that reflect the learning needs of their students.

## Products and Practices

### Product:

To match or better average State Average Growth from Years 3 to 5 in NAPLAN reading, writing and numeracy results as assessed in 2015-2017.

### Product:

To increase the number of students achieving Proficiency levels in NAPLAN reading, writing and Numeracy.

### Product:

Student progress in Literacy and Numeracy is collaboratively mapped and monitored, with student self-monitoring forming part of this process.

### Practice:

Regular monitoring of students against the Reading, and Writing aspects on the Literacy continuum and using the appropriate cluster information to develop needs based teaching strategies.

### Practice:

Regular monitoring of students against the Numeracy Continuum using the appropriate Key Ideas information to develop needs based teaching strategies.

### Practice:

Students will keep learning continuum folders that will form conferencing points with the teacher, and subsequently continued learning opportunities.

## Strategic Direction 2: Learning in the 21 Century will require students to have the knowledge and skills to engage with and competently use Information Technology as both a tool for learning and communicating. Students will be provided with learning opportunities to develop their online learning skills, an understanding of digital technology and skills in using various publishing software.

### Purpose

#### Why do we need this particular strategic direction and why is it important?

Learning in the 21 Century will require students to have the knowledge and skills to engage with and competently use Information Technology as a tool for learning and communicating.

Students will be provided with learning opportunities to develop their online learning skills, an understanding of digital technology and skills in using various publishing software.

### Improvement Measures

- ❖ Students will develop a hierarchy of ICT skills and understandings relevant to their grade. (refer to sequence of skills)
- ❖ Staff will develop competency in their use of ICT which will be reflected in their teaching and learning programs.

### People

#### How do we develop the capabilities of our people to bring about transformation?

**Students:** Increased opportunities for students to develop ICT skills to engage in learning and communication activities.

**Staff:** Develop staff capabilities in using ICT to support and extend learning opportunities for students

**Parents/Carers:** Parents will be more informed and develop a greater understanding about the different skills and opportunities provided to students in ICT.

**Leaders:** Leader will organise and/or develop and manage professional learning opportunities for staff to further develop ICT skills.

### Processes

#### How do we do it and how will we know?

- Students will be provided with specific teaching/learning activities to improve their understanding and use of ICT.
- Develop staff understanding and skills with various communication technologies and software applications for ICT learning.
- Develop school ICT Scope and Sequence Plan and embed across K-6.
- Differentiated learning programs to match the learning needs of our students

#### Evaluation Plan

- ✓ Collaborative analysis of staff skills and confidence with ICT to determine the effectiveness of Professional learning.
- ✓ Teachers evaluate skill set of students each term to determine effectiveness of teaching and learning programs

### Products and Practices

#### Product:

Students will demonstrate a hierarchy of ICT skills and understandings relevant to their grade.

#### Product:

Staff will be competent in using ICT to provide engaging learning activities for students.

#### Product:

ICT Scope and Sequence developed to provide guidance for staff in developing student skills and understandings.

#### Practice:

Technology is utilised in classrooms on a daily basis as a tool to aide teaching, communication and student learning.

#### Practice:

Staff will participate in Professional Learning activities to support their understanding and use of technology in classroom learning programs.

#### Practice:

Quality teaching and learning practices demonstrated through differentiated literacy and numeracy lessons using technology.

# Strategic Direction 3: Enhanced opportunities to work with our Community of Schools group to build leadership capacity and consistent high standard educational practices.

## Purpose

### Why do we need this particular strategic direction and why is it important?

To strengthen broader learning opportunities for students and staff at Broadwater Public School through developing stronger partnerships between our community of schools groups.

## Improvement Measures

- ❖ Teaching staff are effectively implementing new Maths and Science syllabus.
- ❖ All teaching staff develop a Performance and Development Plan in line with the DEC Framework.
- ❖ Increased opportunities for parents to be engaged in the school community activities.

## People

### How do we develop the capabilities of our people to bring about transformation?

**Students:** Student learning and welfare is enhanced through interschool educational activities.

**Staff:** Are being upskilled in curriculum knowledge, pedagogy and leadership through collaborative professional learning opportunities.

**Staff:** Access professional learning to target specific goals as identified in professional learning and school plan. Strategies to include lesson feedback, self-evaluation and sharing of professional practice.

**Parents/Carers:** To encourage parents and school to work in a collaborative partnership to learn about the teaching and learning opportunities available to students across our CoS.

**Leaders:** Support teaching staff to develop a clear understanding of the new Performance and Development Framework which will be reflected in Professional Learning Plans.

## Processes

### How do we do it and how will we know?

- A variety of Community of Schools Days is held each term.
- K-2 staff will meet twice a term at different venues supporting PL in new syllabi - Maths (Sem 1) and Science (Sem 2). The structure of the meetings will be alternated between professional learning (expert) followed by collaborative sharing model.
- Liaise with Principals through attendance at CoS Principal meetings to provide support and guidance to leaders and identify opportunities to collaborate on professional learning relating to leadership and teaching and learning.
- Principal to provide professional learning for teaching staff to collaboratively plan processes and practices for PDF.

### Evaluation Plan

- ✓ Ongoing feedback about Milestones to CoS Principal meetings each term.
- ✓ Evaluate teacher attitudes and programming efficiency with new syllabi. (staff meetings)

## Products and Practices

### Product:

Students interact through interschool academic, social and cultural experiences.

### Product:

All Staff are implementing new syllabi in Maths and Science and sharing teaching and programming strategies across our school and networks.

### Product:

Leadership development and collegiality occurs for all small school Principals in the group.

### Product:

The planning, implementation and review of performance and development plans is built into school structures.

### Practice:

Students participate in interschool activities. Students are recognised for achievement across a larger student group.

### Practice:

A member from each small school engages in Professional Learning sessions on a regular basis. This is targeted and strategic for the K-2 staff.

### Practice:

Principals collaboratively plan and prioritise strategic directions for professional learning and combined school activities.