

# Broadwater Public School Plan 2016 – 2017

1361





## 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 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.

During 2015 staff reviewed programs and processes and further revised the plan for 2016-2017.



## 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 Communication Technology for learning in the 21st Century.

## STRATEGIC DIRECTION 3

Foster opportunities to develop partnerships with our Community of Schools and to promote effective engagement with our school community

### 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.  
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:

To strengthen learning opportunities for students and staff at Broadwater Public School by developing strong effective partnerships between our school and the broader school community.

# 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.

## Improvement Measures

- ❖ 80% of students to match or better average State Average Growth from Years 3 to 5 in NAPLAN reading, writing and numeracy results as assessed in 2016-2017.
- ❖ Consistent collection of data by teachers across K-6 in both literacy and numeracy
- ❖ 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 parents and community members a clear understanding of our Literacy and Numeracy programs

#### Students:

Enable students to understand where students see their own learning progression and where they sit with regard to continuum data.

#### Leader:

In collaboration with staff develop a shared understanding and use of both Literacy and Numeracy Continuums.

## Processes

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

- Assess and track student Literacy and Numeracy learning by matching students to continuum cluster markers using PLAN. Systematically use the Planning for Literacy and Numeracy (PLAN) for students in K-4.
- Implement Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 students
- Further develop staff understanding of quality pedagogy in both Literacy and Numeracy through implementation of Focus on Reading 3-6 (FoR), 7 Steps to Effective Writing and incorporating the new Mathematics scope and sequence.
- Work as a collegial group to enhance the teaching of writing using the literacy continuum as a teaching and assessment tool.

### 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.

## Products and Practices

### Products:

80% of students to match or better average State Average Growth from Years 3 to 5 in NAPLAN reading, writing and numeracy results as assessed in 2016-2017.

Students involved in L3 will achieve at or beyond expected levels by the end of the year. (4th cluster)

A higher percentage of students are working at or above the stage appropriate cluster markers on the literacy and numeracy continuums.

### Practices:

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

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

Students will keep My Learning folders that will form conferencing points with the teacher.

LAST provides small group support for students with writing using 7 Steps strategies.

## Strategic Direction 2: Provide opportunities for staff and students to be more competent users of Information Communication Technology for learning in the 21 Century.

### 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 access high quality and engaging activities to develop ICT skills

**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 areas of need.

### 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.
- Staff access professional learning opportunities that align with their own PDP or school plan.
- 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

#### Products:

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

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

ICT Scope and Sequence being used as an assessment tool for staff in monitoring student skills and understandings.

#### Practices:

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

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

Staff will provide collaborative support and collegial feedback during lesson observation as part of PDP process

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

# Strategic Direction 3: Foster opportunities to develop partnerships with our Community of Schools and to promote effective engagement with our school community

## 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 by developing strong effective partnerships between our school and the broader school community.

## Improvement Measures

- ❖ Staff involved in collegiate meetings to review pedagogy, develop knowledge and share best practice
- ❖ All teaching staff develop a detailed understanding of the Australian Standards for Teachers
- ❖ Increased number of opportunities for parents to be engaged in 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 Performance Development Plans 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.

**Community Partners:** Community members as volunteers, capitalising on their expertise to help create quality learning environments in and outside the classroom.

**Leaders:** Support teaching staff to develop a clear understanding of the Australian Teaching Standards and the School Excellence Framework

## Processes

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

- K-2 staff will meet twice a term at different venues supporting PL in syllabi – Literacy- Writing (Sem 1) and Geography (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.
- Provide opportunities for parents/ community members to understand and engage with student learning activities.
- Principal to provide professional learning for teaching staff to collaboratively unpack Australian Standards for Teachers and analyse School Excellence Framework

### Evaluation Plan

- ✓ Student, staff and parent feedback, about their engagement in school activities, sourced through surveys

## Products and Practices

### Products:

Students interact through interschool academic, social and cultural experiences.

Staff are implementing new syllabi in History and sharing teaching and programming strategies for Literacy and Geography across our school and CoS networks.

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

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

Parents and community members have increased opportunities to engage in school activities and develop a deeper understanding of school curriculum

Effective processes and programs are in place to provide successful transition of students

### Practice:

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

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.