

# School plan 2018-2020

## Pilliga Public School 2870



# School background 2018–2020

## School vision statement

At Pilliga Public School, we believe that learning is inclusive and community based. Pilliga Public School promotes a safe and collaborative learning environment that provides engaging quality focused learning experiences based on evidence based practices.

## School context

Pilliga Public School is a unique educational facility . It is situated on the North West corner of the Pilliga Forest, 100 kilometres west of Narrabri and 100 kilometres east of Walgett. In 2018, the school has 9 student enrolments with 91% of students identifying as Indigenous. Enrolments draw from the township and surrounding properties. The addition of a local bus run collecting students from the town and surrounding properties has assisted in attendance at Pilliga. Most families rely on the rural community for employment consisting of cattle and cropping. The school's role in the community is of great significance for the town's ANZAC service, NAIDOC week celebrations and playgroup. The school benefits from Early Action for Success (EA4S), which is targeted towards improving K–2 performance based on Best Start and PLAN data. EA4S is also enabling specific professional development to improve teaching practices in the early years of learning. Pilliga Public School has students who have an enthusiastic approach to learning and a staff that is committed to the long-term development of the school.

## School planning process

This school plan was formed in consultation with parents, students, local AECG representatives, staff and community members. Week 10, Term 3 –A parent and community meeting was held to review previous plan and assess its effectiveness

Week 10, Term 3 – A parent and community meeting was held to generate ideas for our School's future focus

Week 10, Term 3 – Students were consulted on their views and ideas for the School's future.

Week 3, Term 4 – AECG meeting was held to generate ideas for our School's future focus.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Successful, engaged learners who are connected to their cultural heritage

### Purpose:

To create a positive learning environment where a community wide approach to student wellbieng is established. A learning environment which is rich in local culture and history with many opportunities for community involvement will be created. The whole school community will work together to support students to achieve and succeed now and in the future by engaging in relevant learning opportunities and developing specific skills. that provide greater future prospects.

## STRATEGIC DIRECTION 2

Future focused, innovative learning within a culture of high expectations

### Purpose:

To improve student performance through high expectations, targeted support and explicit teaching of essential skills and abilities to foster a learning environment that is rich in critical thinking and problem solving which will enable students to become collaborative, creative and future focused learners.

We will have strong focus on utilising digital technologies and Information Communication Technology (ICT) capabilities as effective learning and collaborative tools as well as an integrated approach to applying practical mathematics and science Outcomes.

# Strategic Direction 1: Successful, engaged learners who are connected to their cultural heritage

## Purpose

To create a positive learning environment where a community wide approach to student wellbeing is established. A learning environment which is rich in local culture and history with many opportunities for community involvement will be created. The whole school community will work together to support students to achieve and succeed now and in the future by engaging in relevant learning opportunities and developing specific skills. that provide greater future prospects.

## Improvement Measures

Increase community understanding of student wellbeing.

Increased sense of belonging and connectedness amongst students, staff and community.

## People

### Students

Students are aware of their heritage, can build positive relationships and actively contribute to the school, the community and the society in which they live and have aspirations to achieve in a various different areas in the future.

Build resilience and develop aspirations to improve student learning outcomes.

### Parents/Carers

Increase knowledge and skills of how to best support the wellbeing of students to enable a collective responsibility for student learning and success.

Actively contribute to the development of positive and respectful relationships between home and school..

### Staff

Build capacity to develop and deliver wellbeing programs and strategies leading to a whole school consistent approach.

Data is recorded in a consistent manner.

### Leaders

Embed and implement effective student programs and practices to support the cognitive, emotional, social, physical and spiritual collective wellbeing.

## Processes

### Student Wellbeing

Develop and implement a school school approach to wellbeing that is evidence based.

Implement strategies that engages the community to support student learning and wellbeing.

### Learning Opportunities

Pursue and integrate strategic and authentic opportunities and specialist experiences that target student interests to broaden aspirations and develop a varied curriculum that overcomes the challenges of rural isolation.

## Evaluation Plan

DEC Wellbeing Self-Assessment Tool Data (annually); Program Evaluations (termly); School Consultation Meeting (annually); PDPs (mid and end year review); Review of New School Wellbeing Approach (mid and end year review).

## Practices and Products

### Practices

- Aspects of social and emotional wellbeing are integrated into teaching and learning programs.

- Staff track student wellbeing using the Wellbeing Self Assessment Tool and identify areas to further develop.

Staff and the community members collaborate to support and engage students in positive learning opportunities.

Establishment of active partnerships to work collaboratively to provide significant learning opportunities and support the broadening of student aspirations.

### Products

- A comprehensive whole school evidence based Wellbeing program is implemented and regularly reviewed.

Positive, respectful relationships are evident and widespread amongst students, staff and the community.

Students and the community have a deep understanding of student wellbeing to ensure optimum conditions for students learning.

An 'aspirations' program designed to link students with further learning opportunities e.g. High school scholarships (Yalari ), and partnerships with industry/trade professionals.

# Strategic Direction 2: Future focused, innovative learning within a culture of high expectations

## Purpose

To improve student performance through high expectations, targeted support and explicit teaching of essential skills and abilities to foster a learning environment that is rich in critical thinking and problem solving which will enable students to become collaborative, creative and future focused learners.

We will have strong focus on utilising digital technologies and Information Communication Technology (ICT) capabilities as effective learning and collaborative tools as well as an integrated approach to applying practical mathematics and science Outcomes.

## Improvement Measures

Increased proportion of students achieving in the top 2 NAPLAN bands for literacy and numeracy.

Increased proportion of students who demonstrate future focused skills in their learning.

Increase the capacity of staff and students in applying practical Science, Mathematics and ICT tools.

## People

### Students

Applying critical thinking skills and be persistent in their learning to solve problems.

Monitor their own learning in literacy and numeracy through formulating, writing and reflecting upon their own learning goals.

Confidently use a range of technologies to demonstrate future focused knowledge and skills.

### Parents/Carers

Collaborate with students and staff to develop PLPs.

Develop an understanding of how their child learns and how their progress is monitored.

### Staff

Analyse data to differentiate learning for individual students.

Engage in professional learning in the latest technology and research and embed this knowledge into teaching learning programs.

Embed engaging curriculum delivery to promote critical thinking skills and digital technologies into teaching and learning.

### Leaders

Increase knowledge and understanding of future focused learning skills, data analysis and differentiation.

## Processes

### Building Staff Capacity

- Develop collaborative systems to effectively implement evidence based practices into teaching and learning – including an ongoing focus on literacy and numeracy.

### Engaging Curriculum Delivery

- Develop staff capacity to embed a strong focus on 21st century learning across programs focusing on critical thinking and problem solving ensuring structures are in place to effectively resource this.

### Evaluation Plan

Ongoing monitoring and tracking of data through PLAN 2 NAPLAN, literacy and numeracy progressions and student PLPs.

Future focused learning skills are reflected in teaching and learning programs, work samples and surveys..

Technology is authentically used in all teaching and learning sessions.

## Practices and Products

### Practices

Teachers and students identify and use the most effective form of digital technologies and Information and communication technology (ICT) capabilities to challenge and engage students in their learning.

Teachers' analysis of assessment data is used for forward planning, monitoring and tracking student progress.

Teachers' lesson observations target the use of learning intentions; where the explicit systems of assessment and tracking have been used to inform teaching; effectiveness of feedback and how well digital technologies and ICT are being used.

Teachers facilitate and support students in a learning environment rich in critical thinking and problem solving.

### Products

Intervention and support structures e.g. L3, TENs are implemented with students who have been identified through analysis of student tracking systems that track Literacy and Numeracy e.g. Learning Progressions, Best Start and internal tracking systems.

Explicit collaborative systems providing modelling of best practice, classroom observations and reflective feedback.

- All teaching and learning programs have evidence based practice including: learning intentions; explicit systems of assessment and tracking and digital technologies and ICT capabilities.

## Strategic Direction 2: Future focused, innovative learning within a culture of high expectations

### People

Use technology as an effective tool to engage with their learning.

### Practices and Products

- Collaborative learning opportunities are embedded into teaching and learning programs to foster critical thinking and problem solving e.g. STEM, Project Based Learning