

Louth Public School Plan 2015 – 2017

3594



Growth through
Knowledge

High expectations of
student performance
leading to improved
learning outcomes.

Collaborative &
supportive engagement
with schools and wider
community.

School background 2015 - 2017

SCHOOL VISION STATEMENT

Louth Public School recognises that each child is an individual; that all children are creative; that all children need to succeed. Therefore Louth Public School respects the individual needs of children; fosters a caring and creative environment; and emphasises the social, emotional, physical, intellectual development of each child.

SCHOOL CONTEXT

Louth Public School is a remote, isolated school with a population of approximately 5 students and is situated on the Darling River, 100km south-west of Bourke. It is in the Western Plains School Education Area. Louth Public school provides a caring and secure learning environment for all our students, kindergarten to year six.

The school has parental support through the Parents and Citizens Association. This is made up of two parents and four community members.

The school has one relieving principal, 1 permanent part time School Administration Manager (SAM) and one, two days a week temporary teacher.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school of responsible, respectful learners".

SCHOOL PLANNING PROCESS

School community groups:

- August 2014 – Awareness and training in the new School Management Plan at Principals network meeting.
- P&C meeting – date & copy of minutes 2014 / 2015
- 5P planning process at the staff Development days in term 4 2014 and term 1, 2015.

Executive & Staff:

- New planning model and training for executive conducted at staff development days in term 4 2014 and term 1 2015
- Meetings around vision statement, context, planning process, strategic directions, purpose at term 1, 2015 staff development day.

Students:

- Ongoing informal/ formal discussions with school captain and school leader throughout term 1 2015.
- Students actively participate in future directions of the school from student perspective end of Term 4, 2014 and Term 1, 2015..



STRATEGIC DIRECTION 1

High expectations of student performance leading to improved learning outcomes.

Purpose:

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

STRATEGIC DIRECTION 2

Collaborative & supportive engagement with schools and wider community.

Purpose:

To ensure commitment to the school community and to promote public education.

Strategic direction 1: High expectations of student performance leading to improved learning outcomes.

PURPOSE

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

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

Improvement Measures

- ❖ To move 90% of identified students from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level.
- ❖ Reading and Comprehension capabilities to be extended more than 12 months beyond their chronological age/ or one cluster marker above grade level as demonstrated on the K-6 Literacy continuum.

PEOPLE

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

Students:

Develop student capacity for reading and interpreting texts in a meaningful manner and develop student's capacity for creativity, open ended thinking in challenging and appropriate learning through marking, discussions of answers therefore developing capabilities in the Numeracy skills and be able to apply this knowledge to class based work.

Staff:

The school commits to providing rigorous and challenging learning opportunities that promotes real development/extension of student's capabilities and actively engaging in professional development of curriculum differentiation.

Parents/Carers:

Parents participate in school initiatives including back to school days and information (via newsletter and website).

Community Partners:

Develop the capacity to work collaboratively with the school to support and promote success of our programs

Leaders:

Develop best practice in the key identified areas.

PROCESSES

How do we do it and how will we know?

- Providing opportunities that promote a culture of inquiry and innovation, where creative exploration and independent learning are valued through reading and achievement.
- Establish a school wide process to identify specific student learning needs through systematic testing therefore highlighting learning gaps and achievements across all year levels

Evaluation Plan

This will include:

- Pre and post-test running records of student progress.
- Students in Extension reading to be benchmarked each term using. Reading Comprehension and Placement. Test.
- K - 4 students benchmarked and assessed
- Learning Support Team to meet fortnightly.
- Pre and Post test data each term to determine progress and areas for further review.

PRODUCT AND PRACTICES

What is achieved and how do we measure?

Product:

- ❖ To move 90% of identified students from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level.
- ❖ Reading and Comprehension capabilities to be extended more than 12 months beyond their chronological age/ or one cluster marker above grade level as demonstrated on the K-6 Literacy continuum.
- ❖ All teaching Staff trained in and implementing TEN program.

Practice:

- Small group intervention with a specific focus on phonics through the Jolly Phonics Program
- Numeracy Program implemented for stages ES1, 1, 4 and 6
- Identified staff working in collaboration with services in Louth, Bourke and Cobar.
- Students identified by the Learning Support Team have Individual Learning Plan's developed.
- School identifies and trains staff in programs which support well-being and achievement

Strategic direction 2: Collaborate supportive engagement with schools and wider community.

PURPOSE

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

To ensure commitment to the school community and to promote public education.

Improvement Measures

- ❖ 60% attendance at school functions by gap age group non attendees.
- ❖ 80 % attendance by parents at playgroup.
- ❖ All school based open days effectively implemented across the school year.

PEOPLE

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

Students:

Students will benefit through greater parental understanding and skill in school based teaching and learning practices.

Staff:

Staff commits to and will work collaboratively to develop and present parent workshops in identified key learning areas supporting this management plan.

Parents/Carers:

Parents and Carers will attend and participate in workshops to develop their knowledge of teaching and learning practices and assist in the home environment.

Community Partners:

External organisations to work collaboratively with the schools to support and promote success of our curriculum programs.

Leaders:

Professional learning through development of internal and external training, mentoring and supporting staff engaging in learning to prepare and assist/ participate in school/community programs.

PROCESSES

How do we do it and how will we know?

- Build clarity around partner roles and responsibilities and to provide adequate resources that are committed to ensure the effectiveness and success of partnerships.
- Hold parent and community partner meetings and information sessions detailing key programs and how parents and carers can support in the home
- Through a planned series of activities and strategies to ensure all staff, students and partnerships have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

Evaluation Plan

- Parental attendance and knowledge on school events and open days through sign in sheet/attendance records
- Monitor number of hits to Facebook page and school website.
- Monitor and record attendance at school assemblies and other school functions through various recording data then evaluate effectiveness.
- P&C meetings to record and manage data on improved outcomes.

PRODUCT AND PRACTICES

What is achieved and how do we measure?

Product:

- Improved sustainability of strong partnerships that provide opportunities and outcomes for all students through continual networking and participation in events associated with these partnerships.
- Increase 60% attendance from 18 – 29 years of age at school functions.
- All school based open days effectively implemented across the school year.
- Facebook page established and implemented with control measures
- 80 % attendance by parents at playgroup.
- 70% of school community assist in organisation and implementation of community events and activities including playgroup.

Practice:

- Implementation of community partnership programs that reflect ongoing involvement through the Big Brother School Program with Cobar Public School.
- Open and ongoing communication to maintain a cohesive and effective school community through Facebook/School newsletter and website.
- Teaching staff demonstrate professional knowledge and skills while supporting the wider community.