

School plan 2015 – 2017

Upper Lansdowne Public School 2372

(2016)





School vision statement

Upper Lansdowne Public School strives to provide a caring and supportive environment, which focuses on student wellbeing and academic success; every student has the opportunity to realise their potential. We are aiming to reflect our values in all of our endeavours: respect, responsibility, resilience, and reaching our potential.

School context

Upper Lansdowne Public School is located in a rural environment, about 20 km from a larger community.

The school features a warm, friendly family atmosphere where all students are valued and cared for.

Our diverse community supports our small school, with parents and the wider community increasingly seeking further involvement and opportunities to participate in school life. Learning opportunities for Lansdowne Upper Public School students are greatly enriched by community participation and the scope of activities offered.

The school's purpose is to provide a caring and supportive environment, which focuses on student wellbeing and academic success. Every student has the opportunity to realise their potential by developing skills, knowledge, attitudes and values which prepare them to live happily and responsibly in our changing world.

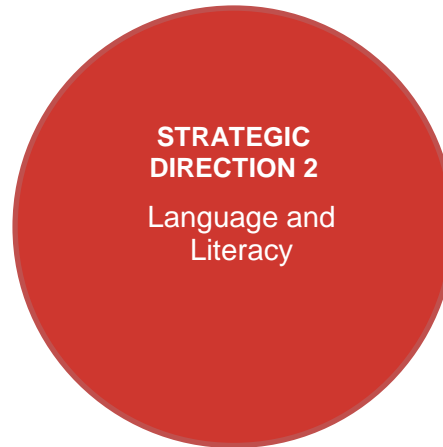
It is significant to note that almost 25% of our students are Guardians of the Minister. Also, almost 20% of our students receive funding support for a variety of special needs (2015 data).

We are a proud member of both the North Manning Learning Community, as well as our local Small Schools Collegial Group.

School planning process

Throughout Terms 3 and 4 of 2014, all of 2015, and continuing into 2016, Upper Lansdowne Public School has sought the opinions of parents, staff, students and community members through meetings, informal and formal discussions, and questionnaires. This feedback regarding what we are doing well, where we need to improve, where we should be heading and what our long term vision looks like, has been used to shape this plan and all of its aspects.

Data has been collected throughout 2015, and then interpreted to determine if milestones have been met. Strategies have been modified or changed, after discussions with all staff members, to ensure our practice results in greater student academic success.



Purpose:

To work together as a learning community to ensure students feel safe and secure to acquire the knowledge, skills and experiences to achieve their goals and lead successful lives in the 21st century.

Purpose:

To provide students with effective communication skills (both oral and written) which will help them to succeed at school and within the community

Purpose:

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, shared learning and community participation.

Strategic Direction 1: Student Engagement and Well Being

Purpose

To work together as a learning community to ensure students feel safe and secure to acquire the knowledge, skills and experiences to achieve their goals and lead successful lives in the 21st century.

Improvement Measures

- to reduce number of days late by 50%
- to reduce number of students who receive multiple sitouts for inappropriate behaviour
- *student behaviours which reflect values are recognised in a positive manner*
- *learning matrices for all ASD students to be completed and utilised*
- *passive play areas established*

People

Students

- to engage students in programs and activities to improve emotional resilience, self-esteem and social intelligence

Staff

- to model and reinforce positive behaviour choices and to improve positive modes of communication with parents

Parents

- to establish a collaborative learning community with students, parents and teachers to support student well-being and welfare programs at school

Community Partners

- to maintain collaborative learning communities with Community of Schools group, Small Schools Collegial group and Primary Principals Council

Processes

1. Building Our Identity
 - establish and communicate our shared values
2. Connecting Home and School
 - share articles and research with parents about student engagement and wellbeing
 - maintain positive two-way communication between home and school, *including opportunity for formal parent/teacher interview in Term 3*
3. Ongoing Staff Professional Learning
 - staff to participate in relevant and meaningful professional learning
4. Ensure funding model reflects needs of students

Products and Practices

Product

- shared values to be published and visible in communication texts (eg newsletter)

Practices

- link shared values to school events and learning activities

Practices

- open communication with parents if concerns arise regarding behaviour or attendance/tardiness *once a term*

Product

- staff to complete Autism workshop (SDD Term 3)

Practice

- RAM funding used towards staffing model which supports students' needs, both academic and well being

Strategic Direction 2: Language and Literacy

Purpose

To provide students with effective communication skills (both oral and written) which will help them to succeed at school and within the community

Improvement Measures

- to sustain student growth in NAPLAN to reflect expected growth (or better) in writing, spelling and grammar & punctuation strands (2016)
- *to achieve student growth in reading as reflected in individual goals*
- *to measure student progress along the literacy continuum based on year level expectations and individual goals*
- *students to participate in 2016 Small Schools Public Speaking competition*
- *hold an information session for parents to discuss home reading program and strategies to support student progress in English*

People

Students

- to engage students in being a quality learner of literacy in the class and home environments

Staff

- to develop staff capabilities to provide effective learning activities to improve effective communication skills of students and enable them to achieve outcomes as described in syllabus

Parents

- to establish a collaborative learning community with open lines of communication, and provide parents and teachers opportunities to work together to support student learning

Community Partners

- to maintain collaborative learning communities with Community of Schools group, Small Schools Collegial group and Primary Principals Council

Processes

1. Educational Innovation and Curriculum Resourcing
 - further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support student learning
2. Differentiated Learning and Support
 - build staff capacity to collaboratively plan and differentiate programming in Literacy using the Quality Teaching elements and ESES policy strategies, in alignment with English syllabus and literacy continuum
 - *set individual goals for students in Years K-3 using PM Benchmarks and literacy continuum*

Products and Practices

Product

- to sustain student growth in NAPLAN to reflect expected growth (or better) in writing, spelling, grammar and punctuation strands

Practices

- quality teaching and learning practices across the school, demonstrated through differentiated Literacy lessons and assessments to improve student achievement

Practices

- effective use of LaST, through clear communication and shared strategies

Practices

- students and staff reflecting on the achievement of their personal learning and leadership goals in the area of literacy

Practices

- ensure consistency of assessment tasks

Practice

- RAM funding used towards staffing model which supports students' needs, both academic & well being

Strategic Direction 3: Community Engagement and Participation

Purpose	People	Processes	Products and Practices
<p>To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, shared learning and community participation.</p>	<p>Students</p> <ul style="list-style-type: none"> to engage students in authentic learning activities, led by a variety of community members <p>Staff</p> <ul style="list-style-type: none"> to recognise opportunities to utilise expertise within the community to develop staff capacity to build strong community relations with parents and community members to utilise positive models of two way communication to improve community consultation process <p>Parents/community members</p> <ul style="list-style-type: none"> to encourage strong family school partnerships for the educational benefit of students to establish a collaborative learning community 	<ol style="list-style-type: none"> identifying ways in which parents/community members are able to become involved in student learning providing opportunities for parents/community members to participate in school activities maintaining positive community and school communication 	<p>Product</p> <ul style="list-style-type: none"> design inventory or questionnaire to survey parents' interests/skills <p>Product</p> <ul style="list-style-type: none"> continue to publish community newsletter once a term. Highlight community involvement <p>Product</p> <ul style="list-style-type: none"> encourage a supportive school community by increasing the number of parents attending P & C meetings and functions
<p>Improvement Measures</p> <ul style="list-style-type: none"> to increase parent participation in our school/home partnerships: <ul style="list-style-type: none"> by 10% to attend P & C meetings by 20% to support P & C projects (Bunnings, canteen, etc) by 10% to volunteer with school activities (gardening, reading, art & craft, etc) <i>to promote positive parenting skills through the continued delivery of 'CampOut with Kids' program on an annual basis</i> 			<p>Practice</p> <ul style="list-style-type: none"> two way, reciprocated and respectful communication between students, parents, staff <p>Practice</p> <ul style="list-style-type: none"> recognition (in a variety of ways) of partnership and community involvement <p>Practice</p> <ul style="list-style-type: none"> <i>provide Campout for Kids program (parenting skills) on an annual basis</i>

