## School background 2015 - 2017

### School vision statement
Alma Public School aims to create an environment where children, teachers and parents work together to develop excellence in every child, staff and community member. This is achieved through:

- The development of a positive, student-centred, preschool to Year 6 school culture
- Teaching and learning practices that respond to the needs of the children
- Developing and utilising the skills of staff and ensuring their needs are met
- The involvement of the whole school community in the support and development of the school at all levels
- A commitment to the continual improvement of the physical, social and educational environment of the school
- An emphasis on consultative management practices

### School context
Alma Public School is situated in Broken Hill, 1220 kilometres west of Sydney, in a city of approximately 20,000 people. Mining is a major employer in Broken Hill and enrolments in the school are heavily influenced by the state of the mining industry. There are 6 other public primary schools and 2 high schools in the city. There is one Catholic primary school in town.

Nearly 30% of our 230 student enrolment is Aboriginal and the school operates a DEC Aboriginal designated preschool for up to 40 children on a separate site. The Wilykali people of the Paakantyi Nation are the predominant Aboriginal grouping in our school. Alma receives additional funding to counteract the low-socioeconomic circumstances of our families.

As an Early Action for Success (EAfS) school, an instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students K-2.

Sport plays an important role in the Alma community, both in and out of school.

A kitchen and garden program is run for all primary classes on a weekly basis to improve life skills and offer activities not available at home – Broken Hill lead levels in the soil make it difficult for families to have vegetables gardens at home.

Alma Public School is an attendance focus school and while daily attendance is improving, late arrivals are still closely monitored.

The school has an excellent relationship with local business operators and agencies. We have a strong connection with the University NSW Rural Health Division and host fourth year students in speech pathology and occupational therapy four times a year on rotation.

### School planning process
Information about the new planning processes was distributed to parents and staff in 2014 through newsletters and staff meetings.

All staff, teaching and non-teaching, participated in a series of staff meetings and workshops to determine school priorities.

Parents were asked to complete an open-ended questionnaire. This was sent home with newsletters and handed out at an assembly. Preschool parents were asked the questions as they dropped their children off at preschool. Fourteen preschool parents responded and five primary parents returned surveys. Two parents attended an afternoon information session. Student incentives were offered to expedite the return of surveys. The P&C was also approached to contribute their ideas and suggestions.

Once the strategic directions had been decided, the staff determined our strengths and areas of need and formed three groups to list strategies that would facilitate improvement.

Students were asked to respond to a two question survey – “What are the best things about Alma? What would you like to see at Alma?”

At every stage, the Principal collaborated with executive staff to ensure that there is shared knowledge about the plan.

Once the strategies were determined, teachers formed small committees to set time lines, prioritise actions and establish performance measures.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Teacher Quality

Purpose:
Every student has the right to a quality education so they can reach their potential. Our teachers will deliver high quality lessons that accommodate the needs of all students, based on evidence.

STRATEGIC DIRECTION 2
Learning

Purpose:
Our students are connected to their learning through an inclusive learning environment that enables equitable access to a high quality education. Our students will have the skills to problem solve and direct their own learning.

STRATEGIC DIRECTION 3
Student and Community Engagement

Purpose:
Our students will be successful learners, confident and creative with skills that will enable them to take ownership of their learning, accept the challenges and solve problems.

As a learning community, our parents will play a greater role in the direction of the school from a position of knowledge and understanding so that students are supported at home and benefit from the shared goals of families and the school.
## Strategic Direction 1: Teacher Quality

### Purpose
Every student has the right to a quality education so they can reach their potential. Our teachers will deliver high quality lessons that accommodate the needs of all students, based on evidence.

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

- **Staff:** Staff will develop deep knowledge of syllabus and deliver well planned, relevant lessons.
- **Staff:** Teachers will develop high quality strategies to extend gifted and talented students.
- **Staff:** Staff will develop high level competencies in data analysis that inform teaching practice.
- **Leaders:** Aspiring and current leaders will engage in professional learning that develops leadership at all levels.

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

- **LEADERSHIP**
  - Additional executive release to allow for mentoring, observation, supervision, modelling etc.
  - “Learn To Lead” – 2 year professional development program for aspiring leaders.

- **QUALITY TEACHING & PLANNING**
  - Primary Instructional Leaders employed in Stages 2 and 3 to support quality teaching development
  - Term planning days for each stage to develop consistency of teacher judgement and ownership of student results.
  - Teachers will fully understand and use the “Spiral of Inquiry” to inform their planning.
  - Early Action for Success
    - Instructional Leader to mentor K-2 staff and develop intervention programs in literacy and numeracy

### Products and Practices
**What is achieved and how do we measure?**

- **Product:**
  - Increasing percentage of students each year achieving at/or above end of year expectations in the reading, writing and early arithmetic strategies strands of the literacy and numeracy continuums.

- **Practice:**
  - Teaching/learning programs will reflect improved use of assessment, data analysis and planning.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- **Practice:**
  - Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Quality Aboriginal education is delivered through all subject areas.
## Strategic Direction 2: Learning

### Purpose

Our students are connected to their learning through an inclusive learning environment that enables equitable access to a high quality education. Our students will have the skills to problem solve and direct their own learning.

### People

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

**Staff:** Teachers have sound knowledge of Aboriginal perspectives to inform their planning.

**Students:** Student will develop greater oral language facility to support improved writing outcomes.

**Staff:** Teachers will develop deeper understanding of how students learn to support differentiated programs and raised expectations.

**Parents/Carers:** Parents will be more fully informed about curriculum content and teaching strategies.

### Processes

How do we do it and how will we know?

#### ABORIGINAL EDUCATION

- Cultural awareness training and a thorough understanding of curriculum requirements, supported by local knowledge.
- Aboriginal Education Team will guide delivery of Aboriginal perspectives and content in curriculum and pastoral activities P-6.
- Aboriginal students participate in decision making through a Junior AECG.

#### WRITING

- Four staff members will undertake ‘How To Learn’ training and then train the rest of the staff
- Play-based oral literacy program developed P-2
- Writing framework developed.
- *Writing in the Middle Years*

### Products and Practices

What is achieved and how do we measure?

- Increasing percentage of students are achieving at expected cluster in Aspects of Writing on the literacy continuum.
- Aboriginal students are achieving at expected cluster levels on the literacy and numeracy continuums.
- Evidence in teaching programs that writing is taught explicitly and systematically in all classes K-6

### Improvement Measures

- Increasing percentage of students are achieving at expected cluster in Aspects of Writing on the literacy continuum.
- Aboriginal students are achieving at expected cluster levels on the literacy and numeracy continuums.
- Evidence in teaching programs that writing is taught explicitly and systematically in all classes K-6

### Evaluation Plan

The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process including:

- Inclusion of Aboriginal perspectives in programs
- Internal and external data analysis of writing results
# Strategic Direction 3: Student and Community Engagement

## Purpose
Our students will be successful learners, confident and creative with skills that will enable them to take ownership of their learning, accept the challenges and solve problems.

As a learning community, our parents will play a greater role in the direction of the school from a position of knowledge and understanding so that students are supported at home and benefit from the shared goals of families and the school.

## People

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

**Students:** Students will develop skills in self-assessment and goal setting. They will use data to track their own progress and collaborate with teachers to develop learning plans.

**Staff:** Teachers will embed authentic processes to engage parents in the development of personalised learning plans.

**Parents/Carers:** Parents will take opportunities to be involved in decision-making forums and develop skills in student support.

## Processes

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

**STUDENT ENGAGEMENT**
- Learning Support Teacher will develop project based programs to meet student needs
- Introduction & implementation of individual PLAN tracking booklets Yrs 3-6 (starting with Stage 3)

**COMMUNITY ENGAGEMENT**
- Workshops for parents each term
- Training for parents/SLSOs in MultiLit, L3 strategies, TEN and TOWN
- Overall Aboriginal student progress is shared with Aboriginal families through regular reports in addition to PLPs.

## Products and Practices

**What is achieved and how do we measure?**

**Product:**
- 50% reduction in behaviour management issues and an increase in individual academic progress each year for targeted disengaged students evidenced in PLAN data
- Increasing number of families engaging with the school each year
- All students achieve their goals as outlined in their personal learning goals

**Evaluation Plan**
The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process including:
- Aboriginal parent satisfaction surveys
- Number of students achieving learning goals

## Improvement Measures
- 50% reduction in behaviour management issues and an increase in individual academic progress each year for targeted disengaged students evidenced in PLAN data
- Increasing number of families engaging with the school each year
- All students achieve their goals as outlined in their personal learning goals

**Practice:**
- Students use assessment and feedback to plan future learning.

**Practice:**
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.