Strategic Plan for Pambula Public School 2014

Strategic Direction 1: Curriculum

Purpose of Strategic Direction 1
To promote strong implementation of curriculum through the use of learning continuums and differentiation to enhance student learning outcomes.

Strategic Direction 2: Quality Teaching & Learning

Purpose of Strategic Direction 2
To ensure high quality teaching and learning practices are consistently implemented across the school through strong professional development, teacher accreditation processes and the embedding of 21st Century Skills across the broad curriculum.

Strategic Direction 3: Welfare & Linkages

Purpose of Strategic Direction 3
Working within a safe and supportive learning environment to form strong partnerships and strengthen relationships with the broader community and work collaboratively within the SCLC, Eden CoS and Far South Coast Network.

This school plan has been endorsed and approved by:

12.5.2014 Paul Morris
Director, Public Schools NSW

12.5.14 Leah Martin
Relieving Principal
# Strategic Direction 1: Curriculum

## Purpose
- To promote strong implementation of curriculum through the use of learning continuums and differentiation to enhance student learning outcomes.

## Performance Measures
- That the number of Year 5 students achieving at or below the National Mean Score in NAPLAN Grammar and Punctuation decreases from 12% in Year 3 in 2012 to 3% in Year 5 in 2014.
- That the number of students achieving proficiency in NAPLAN spelling increases from 38% in Year 3 in 2012 to 50% in Year 5 in 2014.

## People
- Students are engaged in the teaching and learning process through the use of the continuums to become reflective learners.
- Staff facilitate reflective learning using the literacy and numeracy continuums to provide individual feedback for their learners.
- Students engage in quality learning across all KLAS which integrates skills necessary for 21st century learning.
- SCLC - maintain and develop established links and networks for the purpose of curriculum sharing.
- Staff awareness of the Australian Curriculum focusing on English & Maths.
- Staff plan for, design & implement appropriate programs related to English & Maths syllabus.
- Staff focus on feedback, self-evaluation & sharing of professional practice.
- Parents communicate the development & implementation of maths & English syllabuses through set structures.

## Processes
- School project team to focus on establishing frameworks for understanding, developing and implementing Australian Curriculum Priorities.
- Strategic professional learning to support the development of a deeper shared understanding of the Australian Curriculum across K-6.
- Strategic professional learning to develop a deeper and shared understanding of the Literacy and Numeracy Continuums and how they link to differentiation for individual students.
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## Product & Practices
- Product: Scope & sequences with Common Assessment Tasks for data analysis and future planning developed.
- Product: Well designed and resourced teaching and learning programs in English and Maths.
- Practice: Professional learning teams established across stages and curriculum areas that are leading improved and embedded practice in relation to curriculum continuity.
- Practice: Student achievement updated regularly on PLAN (term by term basis) to reflect growth and inform teaching and learning.

## Outcomes
- By the end of 2014 all staff will indicate confidence in using continuums and engaging with new Maths & English Syllabuses.
- By Term 4 2014 all students will be tracked in all aspects of literacy and numeracy using PLAN software.
- Parents will be engaged in opportunities to become aware of changes to syllabuses and use of continuums to track & inform learning.

- Students are engaged in the teaching and learning process through the use of the continuums to become reflective learners.
- Staff facilitate reflective learning using the literacy and numeracy continuums to provide individual feedback for their learners.
- Students engage in quality learning across all KLAS which integrates skills necessary for 21st century learning.
- SCLC - maintain and develop established links and networks for the purpose of curriculum sharing.
- Staff awareness of the Australian Curriculum focusing on English & Maths.
- Staff plan for, design & implement appropriate programs related to English & Maths syllabus.
- Staff focus on feedback, self-evaluation & sharing of professional practice.
- Parents communicate the development & implementation of maths & English syllabuses through set structures.
• That 90% of students make expected growth equivalent to 12 months on the Literacy and Numeracy Continuums in 2014.
• The number of parents attending information sessions on English and Maths Syllabuses increases from 10% of families in 2013 to 30% of families in 2014.
• Number of staff indicating confidence in implementing NSW Syllabus for the Australian Curriculum in English increases from 20% in 2013 to 95% in 2014 as evidenced by survey data.
• Staff indicating confidence in implementing NSW Syllabus for the Australian Curriculum in Mathematics increases from 20% in 2013 to 95% in 2014 as evidenced by survey data.
• Evidence of differentiation is clear in 95% of teaching and learning programs across the school as indicated by program documentation by Term 4 2014.
### Strategic Direction 1: Curriculum

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<tr>
<th>Projects</th>
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<th>Mid-Term 4</th>
<th>End-Term 4</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Maths Curriculum</strong></td>
<td>Staff engaging in Syllabus PLUS adobe connect online training</td>
<td>Staff engaging in Syllabus PLUS adobe connect online training Audit maths resources</td>
<td>Staff engaging in Syllabus PLUS adobe connect online training TEN exposure session for all staff Engage Area 4 curriculum support personnel to lead staff in developing maths programs Implementatio of TOWN for 2014</td>
<td>Staff engaging in Syllabus PLUS adobe connect online training K-6 classrooms well resourced with maths equipment All staff doing SSFAs at least 3 times per week</td>
<td>Stages familiarise themselves with new syllabus Engage Area 4 curriculum support personnel to lead staff in developing maths programs for the Australian Curriculum for NSW Maths Syllabus</td>
<td>PPS scope &amp; sequence documents for all aspects of Maths produced &amp; trialled</td>
<td>Assessing using outcomes Engage Area 4 curriculum support personnel to lead staff in developing maths programs for the Australian Curriculum for NSW Maths Syllabus</td>
<td>Casual relief x 10  $4050.00 Tied Fund(TF)- Aust Curriculum  $603.82 for English resources TF - Aust Curriculum Resource purchase-School Magazine for stages 2 &amp; 3  $2700.00 TF- Lit &amp; Num</td>
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<td><strong>Continuums</strong></td>
<td>All staff exposed to PLAN software week 4 staff meeting 20th Feb 2014 Staff trained to lead session</td>
<td>All students 3-6 tracked in Place value, Multiplication &amp; division K-2 tracked in aspects of counting &amp; EAS All students tracked in Reading &amp; Writing % of students at stage expected clusters</td>
<td>Revisit EAS &amp; place value Curriculum support personnel to add address continuum development Use of continuums to inform assessment &amp; reporting processes- staff meeting week 28th May, 2014</td>
<td>All students tracked % of students at stage expected clusters documented</td>
<td>Unpack comprehension aspect of Literacy Continuum</td>
<td>all students tracked including in comprehension % of students at stage expected clusters documented Student growth monitored</td>
<td>Use of continuums to inform assessment &amp; reporting processes</td>
<td>All students tracked % of students at stage expected clusters documented</td>
<td>Learning and Support program salaries &amp; resources to facilitate continuum tracking &amp; implementation  $4860.00 TF- RAM Low SES Funding  $11340.00 TF- Learning Support</td>
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</tbody>
</table>
| Differentiation | introduction to differentiation  
At week 4 staff meeting- 
simple intro, what does it look like? | Continue discussion of differentiation  
Share successful differentiation examples linked to continuum at staff meeting week 8 | Staff survey to plot differentiation practices and staff confidence | Continue discussion of differentiation  
Share successful differentiation examples linked to continuum at staff meeting week 8 | Stage 3 to share classroom differentiation practices (including classroom management) at staff meeting week 6 21st August | Continue discussion of differentiation  
Share successful differentiation examples linked to continuum at staff meeting week 8 | Evidence of differentiation in class programs | Staff evaluation of differentiation practices in classrooms across the school | SLSO’s to support in class differentiation in literacy and numeracy  
• $4708.46 RAM Aboriginal Education Funding  
• $3721.54 RAM Low SES Funding  
• $17820 TF- Funding Support |

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## Strategic Direction 2: Quality Teaching & Learning

### Purpose
To ensure high quality teaching and learning practices are consistently implemented across the school through strong professional development, teacher accreditation processes and the embedding of 21st Century Skills across the broad curriculum.

### People
- Students: engaged in digital citizenship lessons to develop cyber safety skills
- Staff: effectively implement digital and information literacy in their teaching and learning programs
- Staff: share professional practice in use of iPads
- Parents: participate in sessions about digital citizenship, cyber safety and the way technology is used in education

### Processes
#### 21st Century Skills
- Implement tech sharing time into staff meetings
- As a school, define 21st Century teaching & learning, create a bank of skills and their practical application for use in classrooms on a daily basis
- Provide ongoing support for staff in the embedding of 21st Century skills into teaching and learning

#### Digital Literacy
- Provide parent information sessions in conjunction with curriculum sessions

### Product & Practices
- Practice: All classes participate in digital citizenship lessons throughout 2014
- Product: Digital citizenship programs and digital skills scope and sequence from K-6
- Practice: Programming will show evidence of daily implementation of 21st Century Teaching & Learning skills
- Practice: Staff seeking out and participating in professional learning opportunities
- Practice: Each staff meeting has a dedicated Tech Time sharing component

### Performance Measures
- TARS process: all staff are actively engaged and familiar with BOSTES, National Teaching Standards & accreditation process as shown in stage and staff meetings as well as TARS conferences each term

### Outcomes
- Students become effective 21st century learners as defined.
- Staff become familiar and comfortable with embedding 21st century teaching and learning skills.
- ‘Old Scheme’ staff are working towards accreditation at proficiency level.
- Parents become aware of and engage with quality teaching and learning practices across the school.

### Accreditation and PL
- Revisit the rigorous TARS process to ensure it is in line with DEC procedures
- Through stage meetings provide opportunities for staff to engage with the accreditation process with leadership and support.
- Individual and school professional learning goals identified by staff and monitored & maintained as part of the TARS and EARS processes

### Practice
- The school has a clear understanding and has defined 21st Century Teaching & Learning and has developed a bank of 21st century learning tools which are utilised on a daily basis
• Minimum of 4 parent sessions are held on Quality Teaching & Learning and the number of parents attending these sessions increases from 10% of families in 2013 to 30% of families in 2014.
  - Evidence of 21st century teaching & learning practices is found in 100% of teaching and learning programs across the school by Term 4 2014 as evidenced by program documentation.
  - 95% of students indicate improvement in 21st Century learning skills throughout 2014 as evidenced by survey data.
  - 95% of staff indicate confidence in embedding 21st century teaching and learning practices as evidenced by survey data.
  - 95% of staff can articulate what 21st Century learning ‘looks like’ at Pambula PS by the end of 2014.
  - 95% of students are engaged with information literacy lessons with the Teacher Librarian by the end of Term 2 2014 as evidence by Library Program documentation.
## Strategic Direction 2: Quality Teaching & Learning

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<tr>
<td><strong>21st Century Skills</strong></td>
<td>Milestones: Info literacy concepts introduced by Teacher Librarian (TL) with all classes K-6</td>
<td>Milestones: Info literacy becomes a focus of the library program for all classes</td>
<td>Milestones: Info literacy skills are taught at a developmentally appropriate level to all students from K-6 by TL</td>
<td>Milestones: Info literacy skills scope &amp; sequence produced and implemented by TL for remainder of 2014</td>
<td>Milestones: Define 21st century skills in the Pambula PS context (week 6 term 3, 21st August)</td>
<td>Milestones: 21st century skills sharing session in Stage meetings, investigate range of tools available and their classroom application</td>
<td>Milestones: 21st century skills embedded in one KLA per stage as evidenced by class teaching &amp; learning programs</td>
<td>Milestones: Reflection on implementation &amp; planning for 2015 underway</td>
<td>Executive Release to support effective implementation of 21st Century Skills x 30</td>
</tr>
<tr>
<td><strong>Accreditation &amp; PL</strong></td>
<td>Revisit TARS process as a school</td>
<td>Professional learning plans completed with each staff member for 2014 introduce BOSTES site to staff</td>
<td>Become familiar with National Standards (Staff meeting Term 2 week 4 22nd May, 2014)</td>
<td>Professional learning plan reflection in stage teams</td>
<td>TARS accountability processes completed</td>
<td>Revist TARS process and refine</td>
<td>Staff begin to collect evidence as part to the TARS process</td>
<td>Staff continue to collect evidence as part to the TARS process in preparation for beginning Accreditation in 2015</td>
<td>Collaborative curriculum planning days</td>
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<tr>
<td><strong>Digital Literacy</strong></td>
<td>Tech time added to all staff meetings to share apps for iPads</td>
<td>Scope and sequence of digital skills developed, shared and planning for implementation underway</td>
<td>Implement scope &amp; sequence of digital literacy skills</td>
<td>Digital citizenship lessons implemented in line with cybersafety awareness week</td>
<td>Engage parents in information expo and sessions for digital citizenship</td>
<td>Team teaching of digital literacy skills in line with staff need</td>
<td>Assessment of digital skills in line with scope and sequences</td>
<td>Review &amp; evaluate digital literacy in preparation for 2015</td>
<td>Staff release for digital literacy &amp; technology implementation</td>
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- Milestone status: Green
- Milestone status: Green/ Amber/ Red
- Milestone status: Amber/ Red
- Milestone status: Red

- Resources:
  - $7290.00 TF- TPL
  - $4050.00 TF- TPL
  - $5670.00 TF- TPL
  - $9126.00 TF- Computer Coordinator
  - $12150 TF- Transational Geographical
  - $12150 TF- Transational Geographical Computer Coordinator release
  - $7074.00 TF- Transational Geographical
  - $9126.00 TF- Computer Coordinator
### Strategic Direction 3: Welfare & Linkages

#### Purpose

- Working within a safe and supportive learning environment to form strong partnerships and strengthen relationships with the broader community and work collaboratively within the SCLC, Eden CoS and Far South Coast Network.

#### People

- Staff - revamp Pambula PS values system so that it becomes an integral part of our school
- Students - work with staff to revamp and revisit values
- Staff - key staff to become familiar with transition matrix through self-assessment processes
- Staff - preparedness to work more flexibly beyond the school for the purpose of sharing
- Staff - investigate most effective modes of communication and refine school communication processes
- Parents - reengage community members through the P & C
- Parents - with varied skills are identified and invited to assist
- All students will have participated in the online Bullying No Way resource

#### Processes

- Raise the profile of school values through newsletter, Facebook, website by using a fortnightly focus on a value
- Revamp school values by revisiting what each value looks like and redesigning promotional material (engage community members to work with staff and students)
- Introduce and deconstruct Middle Years Transition Matrix
- Clear collaborative planning for major SCLC events
- Provide opportunities to inform parents about classroom activities, to upskill them in literacy and numeracy and let them know about opportunities for participation in the school.
- Staff will implement the school’s Anti Bullying Policy by facilitating appropriate resources from the Bullying No Way Online resource

#### Product & Practices

- Practice - student leaders to present one value per fortnight and give an example of how this might look
- Product - strong transition processes for Early Stage 1 and Stage 3-4
- Practice - that staff and teams work beyond the school in collaboration with SCLC
- Practice - ascertain skills and expertise from within our community
- Bullying behaviour is effectively identified and managed
- Staff, students and parents are familiar with the process of dealing with bullying behaviour

#### Outcome

- Pambula Public School is an integral part of the Sapphire Coast Learning Community, Far South Coast Network and Eden Community of Schools.

#### Performance Measures

- Working with our Community of Schools we will have reached Level 2 across the Middle Years Transition Matrix in 2014 as an improvement from Level 1 in 2013
- School teams will have actively participated in the implementation of the SCLC strategic plan on at least 4 occasions
- All staff, students and interested parents will have participated in the revamping of the Pambula PS Values and are able to identify these in daily activity
- P & C - there is a measurable increase in
participation in P & C forums from an average of 6 participants to an average of 10 participants by the end of 2014

• The fortnightly school newsletter will move to an e-version and posts will be made to the school Facebook page a minimum of once per week
• All students will have participated in the Bullying No Way program by the end of 2014
• All staff will be consistently implementing the school’s Anti Bullying Policy throughout 2014 as per DEC requirements
### Strategic Direction 3: Welfare & Linkages

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</table>
| **Transition**    | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | Conduct an evaluation of current processes in line with Middle Years Transition Matrix  
|                   | Build positive contact with EMHS Year Advisor for 2015  | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | Establish linkages with key personnel in CoS to plan key transition dates  
|                   | Invite EMHS Principal and staff to visit throughout the year (assemblies & major events e.g. Easter Hat parade)  | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | All stage 3 students enrolled in EMHS transition moodle  | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | EMHS staff visit to talk to parents and students and highlight transition events for the rest of the year  
|                   | Revisit and monitor progress on the Middle Years Transition Matrix  | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | Staff continue to work with students on transition activities  | **Milestones:** Continue Early Childhood Network throughout 2014  
|                   | Orientation Day & liaising with high school staff on class placements  
|                   | Revisit and monitor progress on the Middle Years Transition Matrix  
|                   | Transition planning for 2015  | **Support for planning & implementation of transition programs (Kinder & Yr 7) $2100 TF - Transitional Geographical**

| **SCLC Linkages** | **Milestones:** Introduce SCLC strategic plan and identify areas for Pambula PS staff participation  
|                   | Engagement in SCLC strategic direction teams  | **Milestones:** Curriculum resource sharing plan underway  
|                   | All staff participate in purposeful professional learning at SCLC SDD  | **Milestones:** All staff share and report back on SDD learning progress at a school level  
|                   | Evaluating SCLC linkages for 2014  | **Milestones:** Forward planning for 2015 underway to inform strategic directions  
|                   | **Executive Network Meetings:** $3000 TF - Transitional Geographical**

| **Student Welfare** | **Milestones:** A Quality Start lessons implemented across the school  
|                     | Child protection program implemented across the school  | **Milestones:** Anti-bullying program implemented across school  
|                     | Discuss revamping of school values at P & C Meeting  
|                     | Parent info session on Anti Bullying policy incl Bullying No Way program  | **Milestones:** Rename and revamp process of school values & reward systems  
|                     | Student leaders begin promoting a value each fortnight  | **Milestones:** Continue implementation of revamped values  
|                     | Continue implementation of revamped values  | **Milestones:** Revising and refining school values & fair discipline procedures  
|                     | Implementing revised plan  | **Student Assistance Funding:** $800 TF - RAM Low SES Funding  
|                     | PLP development, implementation & monitoring  | **$5670 TF - TPL**


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<tr>
<th>Community Engagement</th>
<th>P &amp; C Meeting to discuss format of meetings and opportunities for parent engagement</th>
<th>Community members to be engaged and consulted in revamping school values</th>
<th>Send out information to ascertain parent skills and expertise</th>
<th>Parent info sessions on literacy &amp; numeracy</th>
<th>Parent info sessions on literacy &amp; numeracy</th>
<th>Evaluation of P &amp; C format</th>
<th>Plan for 2015 community engagement strategies</th>
<th>Community Engagement projects</th>
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<td>$2430.00 TF- Transitional Geographical</td>
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<th>Progress Update:</th>
<th>Milestone status:</th>
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