At Pallamallawa Public School we build expectations which encourage children to ‘Strive for Success’ by enhancing the quality of student learning in a collaborative staff student culture. Thus, preparing our students to reach their full potential as citizens for our future nation.

Strategic Direction 1
*Foundations for 21st Century Learning.*

Strategic Direction 2
*Health & Wellbeing*
### School background 2015 - 2017

#### School vision statement

At Pallamallawa Public School we build expectations which encourage children to ‘Strive for Success’ by enhancing the quality of student learning in a collaborative staff student culture. Thus, preparing our students to reach their full potential as citizens for our future nation.

#### School context

Pallamallawa school is located in a small rural village, 32km from Moree. The school community is positive and supportive of the school and its programs.

Pallamallawa PS has a current enrolment of 30 students, 48% of whom identify as Aboriginal. Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

The school provides a caring, friendly environment in which students are encouraged to reach their full potential academically and socially. The 6 teaching and 3 non-teaching staff work collaboratively to support all students and parents. A community member volunteers 2 days a week.

The School has Two Composite classes: Kindergarten -Year 2 and Years 3-6., RAM funding targets students with special needs and students who need literacy/numeracy support. All students including Indigenous students have an up to date IEP. School Learning Team Meetings are held where individual students are reviewed for intensive learning support.

The School has a major focus of Technology. Every student K-6 has an IPad and students Yr. 1 – Yr. 6 use laptops for academic activities.

Student participation in CAPA is enhanced through the annual Public Speaking Competition and our end of year major drama/music presentation. The Kindergarten Transition Program "Jumpstart" runs for 20 weeks. All the School Community strongly endorses the benefits of this program.

The school is an Accredited Asthma friendly and Sun Safe School. Currently the School operates the Live Life Well@School Program. Sport activities are supported by Fundamental Movement Skills Program.

Communication to Parents and the Wider Community. The School sends out a weekly newsletter. Information about the School is also placed on the School Website. The School started trialing Pallamallawa School App to inform parents about what is happening at the School.

Parents support the School through the School Council and P & C. The P & C are active in fundraising. The P & C operates a canteen 2 days a week.

#### School planning process

In 2014 the School and community undertook a review of current practices and collect evidence and data, including student data, a survey of students, parents and the wider community.

The evidence was collated and used to identify the priorities for the 2015-2017 School Plan. The data also responded to the strengths, opportunities and areas for development across the school. As a result two strategic directions were identified as a shared commitment to future development across the school.

Feedback from the Survey

- Kindergarten Jumpstart Parents and other community stakeholders strongly supported the program. **Students start ready for Learning. Routines are established.** Parents would like to see the Program extended to 30 weeks. Funding permitted.

- Positive responses in the parent survey demonstrated the School is providing **what the parents want in literacy/numeracy/technology.** A focus on the mastery of foundation and preparation of learning.

- The appearance of our school inside and outside is valued by the community. Encourages school and student pride.

- The culture of the school. The School is seen as friendly, caring, accessible and a safe learning environment.
Purpose:
Literacy and Numeracy are the foundations for learning in all the KLAs and is the basis of our work as a school. This is supported by a strong technology resource.
For our students to be successful learners they need to be literate, numerate, confident, creative, cooperative and responsible.
These foundations support our students in learning now and into the future.

Purpose:
Wellbeing is both central to learning and an outcome of learning. It is multidimensional and is characterised by feeling well and functioning well.
Happy, healthy and confident young people are vital in securing a strong future.
### Strategic Direction 1: Foundations for 21st Century Learning

#### Purpose

Literacy and Numeracy are the foundations for learning in all the KLAs and is the basis of our work as a school. This is supported by a strong technology resource. For our students to be successful learners they need to be literate, numerate, confident, creative, cooperative and responsible. These foundations support our students in learning now and into the future.

#### Improvement Measures

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>▪ Planned implementation of the Australian syllabus documents planning &amp; implementation for English, Mathematics, Science, History &amp; Geography in which ensure systematic and explicit teaching of general capabilities in all subject areas.</td>
<td>▪ Transition students will be mapped on literacy and numeracy continua/school developed checklist displaying increased social and academic readiness for school through demonstrating early concepts of print; understandings of basic numeration and early writing skills.</td>
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<td>▪ Transitions to School students develop foundations that are the basis of learning in literacy, numeracy and technology.</td>
<td>▪ 100% of students show progress against the literacy and numeracy continua achieving at or above their stage appropriate level.</td>
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<td>▪ K-6 students build on foundations in literacy, numeracy and technology leading to independent and successful learners.</td>
<td>▪ Students achieve at or above state level growth in NAPLAN literacy and numeracy external tests.</td>
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<td><strong>Staff</strong></td>
<td>▪ Professional Development: Staff develop and strengthen skills to implement appropriate programs, lessons, assessment strategies for students in transition pre-school, kindergarten and beyond.</td>
<td>▪ Staff trained in L3 Kindergarten and L3 Stage 1.</td>
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<td>▪ Staff and Leaders: Staff engaged to support students with learning needs. Staff utilise the DEC Performance &amp; Development Framework process to support the ongoing improvement of student outcomes and thus building teacher capacity.</td>
<td>▪ Teacher programs / lessons including units of work integrating BOSTES Syllabus general capabilities for each KLA area.</td>
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<td><strong>Parents and Community</strong></td>
<td>▪ Kindergarten Transition Students provided with intensive foundation program including phonological, phonemic awareness, fine gross motor – handwriting and basic numeration skills and provided with access to technology.</td>
<td>▪ Whole school assessment schedule developed to support systematic tracking of student learning.</td>
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<td>▪ Strong partnerships built with parents and community beginning at the transition to kindergarten level and extended K-6.</td>
<td>▪ All teachers are engaged in identifying their professional learning goals in the context of the school plan and actively participate in professional learning activity to improve their practice.</td>
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#### People

- **Students**
  - Transitions to School students develop foundations that are the basis of learning in literacy, numeracy and technology.
  - K-6 students build on foundations in literacy, numeracy and technology leading to independent and successful learners.
- **Staff**
  - Professional Development: Staff develop and strengthen skills to implement appropriate programs, lessons, assessment strategies for students in transition pre-school, kindergarten and beyond.
  - Staff and Leaders: Staff engaged to support students with learning needs. Staff utilise the DEC Performance & Development Framework process to support the ongoing improvement of student outcomes and thus building teacher capacity.
- **Parents and Community**
  - Strong partnerships built with parents and community beginning at the transition to kindergarten level and extended K-6.

#### Processes

- Planned implementation of the Australian syllabus documents planning & implementation for English, Mathematics, Science, History & Geography in which ensure systematic and explicit teaching of general capabilities in all subject areas.
- Develop a whole school approach which embeds assessment for learning in every teachers practice.
- L3 Training – Early Stage 1; Stage 1.
- Program development in support of syllabus implementation to include; L3, Synthetic Phonemic Awareness, Count Me In too, TENs.
- Kindergarten Transition Students provided with intensive foundation program including phonological, phonemic awareness, fine gross motor – handwriting and basic numeration skills and provided with access to technology.
- Programs implemented for students with learning/support needs.

#### Products and Practices

- **Product**
  - Transition students will be mapped on literacy and numeracy continua/school developed checklist displaying increased social and academic readiness for school through demonstrating early concepts of print; understandings of basic numeration and early writing skills.
  - 100% of students show progress against the literacy and numeracy continua achieving at or above their stage appropriate level.
  - Students achieve at or above state level growth in NAPLAN literacy and numeracy external tests.
  - Staff trained in L3 Kindergarten and L3 Stage 1.
  - Teacher programs / lessons including units of work integrating BOSTES Syllabus general capabilities for each KLA area.
- **Practice**
  - All teachers are engaged in identifying their professional learning goals in the context of the school plan and actively participate in professional learning activity to improve their practice.
  - Students develop skills to be independent lifelong learners.
  - Professional Learning for staff to sustain programs in L3, Synthetic Phonic Program, TENs, CMT, PM Benchmarks, technology, literacy and numeracy assessment processes.
  - Staff Learning Team developed practises to improve and strengthen curriculum development and quality teaching.

#### Evaluation Plan

- Development and ongoing refinement of whole school approach to collecting, analysing and reporting in school and external assessment data to monitor student progress.
Strategic Direction 2: Health & Well Being

**Purpose**

Wellbeing is both central to learning and an outcome of learning. It is multidimensional and is characterised by feeling well and functioning well. Happy, healthy and confident young people are vital in securing a strong future.

**People**

- **Students**
  - Students develop lifelong commitment towards feeling well and functioning well.
  - Students engage in healthy eating habits, are sun safe, are active participants in PE and sport and demonstrate positive values.

- **Staff and Leaders**
  - Staff recognises the importance of physical activity in the health and wellbeing of our students.
  - Staff engage students in programs that lead to healthy eating, sun safety, and positive values.

- **Parents and Community**
  - Parents are supportive of the school’s commitment towards health and wellbeing.
  - Parents actively support healthy eating through the healthy canteen and fruit roster.

**Processes**

- Whole school approach to the DEC Student Wellbeing Framework with emphasis on LLW@S and PBL
  - Daily PE / fundamental movement skills, weekly sports program, sun safe practices, healthy eating policies and practices.
  - Teaching and learning Programs developed whole school. Policy for healthy eating and healthy canteen.
  - Students operate a vegetable garden and utilise produce from garden in cooking activities.
  - Implementation of our Core Values and the explicit and systematic teaching of these.
  - Awards program implemented to reflect Core Values in all aspects of school life.

**Products and Practices**

- **Product**
  - Awards program records students demonstrating tolerance, consideration and respect for others. Students display responsibility, cooperation, care and fairness when dealing with others. (PBL program)
  - 100% Students participate in regular physical activities in school. (Recorded Premiers Sporting Challenge).
  - Teaching and Whole School programs including Core Values, PBL and health and safe habits. Vegetable garden is continued and produce used by students.
  - All Students are understand being sun safe and independently manage sun safety which develops lifelong commitment to personal care.

- **Practices**
  - Core Values Education programs are developed and implemented.
  - Award Program developed and implemented.
  - Staff model healthy and safe practises. In and outside the classroom.
  - Weekly PE and sport program.
  - Staff model and develop programs to encourage healthy eating utilising student run vegetable garden
  - School policy ‘NO hat, NO play’ and sunscreen provided.

**Improvement Measures**

- Awards program records students demonstrating tolerance, consideration and respect for others. Students display responsibility, cooperation, care and fairness when dealing with others. (PBL program)

- 100% Students participate in regular physical activities in school. (Recorded Premiers Sporting Challenge).

- Ongoing commitment to healthy eating through modelling of healthy eating.

- Whole school model and participate in sun safety.

- Monitoring of achievement and participation in PE and sport programs.