School plan 2015 – 2017

ZIG ZAG PUBLIC SCHOOL

DEVELOPING STUDENTS AS 21ST CENTURY LEARNERS

PERSONALISED LEARNING FOR ALL STUDENTS

DEVELOP AND ENCOURAGE SCHOOL COMMUNITY CULTURE
## School vision statement

The school’s mission statement: “Learning for Life” highlights our vision and commitment to ensuring all students have the opportunity to become responsible and caring members of society, within a small school setting.

## School context

Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment trend fluctuates, with a growing school population over the past three years. A fourth class was formed in 2014 allowing for smaller class groups to be taught. Zig Zag PS staff have a committed approach to the school with a great depth of history within families that is valued. ZZPS prides itself on recognising diversity and valuing differences amongst our students. Staff value student contributions and support students through a range of academic, cultural and sporting programs. ZZPS has a strong peer support and student leadership program which targets the qualities and needs of individual students. Programs provide opportunities for personal development and growth through a range of school responsibilities and experiences. All school programs have a high emphasis in upholding the mission statement of “Learning for Life” for all facets of a child’s life: being academic, social, and emotional development. The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program. Our students are 21st century learners, incorporating the use of technology and hands on experiences in creative, diverse, purposeful ways to demonstrate and apply their learning.

## School planning process

Processes in whole-school evaluation and planning were refined and strengthened during the life of The National Partnership. Zig Zag Public School’s planning and evaluation processes has developed into a cohesive and co-ordinated approach to school improvement and direction. A cyclic approach to planning procedures has contributed to the development of the 2015-2017 school plan. The ongoing process of communication and consultation among all stakeholders has been the focus for the current planning process:

- Regular feedback and analysis of data at staff meetings assist the development of a culture of accountability and support for the strategic directions
- Regular feedback and information sharing at P & C meetings has improved the communication, information sharing, feedback and input, resulting in an overall greater involvement and support from the P & C.
- Contacting a sample of parents
- Analysis of survey results from Staff, Parents and Students indicating current strengths and areas valued, as well as future directions and areas for improvement.

The creation of a school planning team to formalise the consultation process. Initially this has been informal conversations with parents in conjunction with staff- to gain an opinion for the strategic directions developed.
Purpose:
To provide a learning environment that is driven by high expectations and provides support for individual learning, through quality educational practices.

The purpose is to ensure all students meet their learning potential through Quality Teaching: driven by research based practices, rich curriculum content, analysis of data and regular tracking of student growth ensuring positive added growth in Literacy and Numeracy skills.

**STRATEGIC DIRECTION 1**

**PERSONALISED LEARNING FOR ALL STUDENTS**

Embedding quality educational practices in line with the Australian Curriculum

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Purpose:
To build on school program strengths and continue to develop opportunities for students to develop into 21st Century Learners.

The purpose is to enhance students’ Life Long Learning through engagement in skill development programs.

**STRATEGIC DIRECTION 2**

**DEVELOPING STUDENTS AS 21ST CENTURY LEARNERS**

Building skills for Life Long Learning

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Purpose:
To improve school community participation through reflective practice, whole school planning and establishing productive participation with families and the wider community.

The purpose is to encourage the wider school community to become more informed and engaged in school programs, ultimately enhancing the schools community culture.

**STRATEGIC DIRECTION 3**

**DEVELOP AND ENCOURAGE SCHOOL COMMUNITY CULTURE**

Enhancing wider school participation, knowledge and involvement
Strategic Direction 1: PERSONALISED LEARNING FOR ALL STUDENTS
Embedding quality educational practices in line with the Australian Curriculum

**Purpose**
To provide a learning environment that is driven by high expectations and provides support for individual learning, through quality educational practices.

The purpose is to ensure all students meet their learning potential through Quality Teaching: driven by research based practices, rich curriculum content, analysis of data and regular tracking of student growth ensuring positive added growth in Literacy and Numeracy skills.

**People**

**Staff will:**
The school team will develop a whole school strategy to build capability and improve student learning in literacy and numeracy. Staff will continue to strengthen professional knowledge on “how children learn” through rich pedagogical discussion and involvement in professional learning.

**Students will:**
Develop self- regulatory and an independent work ethos where they will strive to build upon concepts to challenge themselves. Students will engage in their own learning through the establishment of a school framework that will support students in goal setting, progressive and self- reflective feedback for their learning.

**Processes**

**Processes in the Early Action for Success project to improve learning outcomes in literacy and numeracy for all students K-2.**
- Continue Implementation of Language, Literacy and Learning (L3) K in ES1 classrooms.
- Implementation of effective and efficient Literacy Strategies in Stage 1 class based on L3 procedures and pedagogy including writing.
- Training In TEN strategies for ES1 And S1 Teachers.

Embedding quality literacy and numeracy teaching and learning practise, with personalised learning K-6

**Products and Practices**

**Products will include:**
- Students are achieving L3 and TEN targets.
- Implementation of a school writing focus increasing the number of students demonstrating stage outcomes in school based writing assessments.
- English and Maths syllabus evident in teacher program and practices
- Student growth is evident for Literacy and Numeracy across the continuums.

**Practices:**
- School practice to embed tracking and monitoring student progress as a continual review process.
- L3 and TEN teaching strategies embedded in class programs.
- Literacy and Numeracy continuums are embedded in teacher planning and provision of differentiated learning activities.
- English and Maths syllabus evident in teacher program and practices.
- Teaching Standards Framework will be embedded in Professional Development planning and review.

**Improvement Measures**
- Students are achieving L3 and TEN targets.
- Implementation of a school writing focus increasing the number of students demonstrating stage outcomes in school based writing assessments.
- English and Maths syllabus evident in teacher program and practices
- Student growth is evident for Literacy and Numeracy across the continuums.

**Leaders will:**
Establish school systems to support the implementation and success of planned processes.

**Parents and Caregivers will:**
Be encouraged to engage in their children’s learning by being well informed and active participants in the personalised learning plans and celebrate student successes.

**Community partners will:**
Support teacher professional development through collegial dialogue and network development in common areas of need/interest.

**Practice:**
Review and develop school improvement in explicit teaching for writing – an action plan will be developed to guide the improvement of teaching writing K-6.
Strategic Direction 2: **DEVELOPING STUDENTS AS 21\textsuperscript{ST} CENTURY LEARNERS**

**Building skills for Life Long Learning**

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| **To build on school program strengths and continue to develop opportunities for students to develop into 21\textsuperscript{st} Century Learners.** | **Staff will:** The school team will develop a strategy to ensure teaching and learning programs encompass 21\textsuperscript{st} century learning opportunities for students. **Students will:** Through school programs, students will be provided with opportunities to enhance their 21\textsuperscript{st} century skills in order to become self-directed and independent learners who apply critical thinking, productive global citizens across KLAs. **Parents will:** As a result of improved communications, parents will have more understanding and be involved in show casing, as well as contributing to opportunities available to students. **Community partners will:** External community networks will be strengthened providing learning opportunities and experiences to build upon 21\textsuperscript{st} century learning opportunities. **The Leader will:** Ensure professional learning, resourcing and opportunities are provided in order to build upon students 21\textsuperscript{st} century learning capabilities. | **Develop school community awareness of 21\textsuperscript{st} Century Competencies** – teacher professional learning and information sharing/collaboration with the wider school community. **Lifelong Learning through purposeful and meaningful experiences** – school practices will be planned to ensure lifelong learning is encompassed across the curriculum. **Embed Technology into everyday Student Learning** – teacher technology capabilities strengthened and digital literacy explicitly taught within curriculum delivery. | **Products:**
- Increased student participation and success evident in survey results
- 21\textsuperscript{st} century fluencies are built into project based learning
- Attendance & Suspension rate maintained and improved

**Improvement Measures**

- Increased student participation and success evident in survey results
- 21\textsuperscript{st} century fluencies are built into project based learning
- Attendance & Suspension rate maintained and improved
Strategic Direction 3: DEVELOP AND ENCOURAGE SCHOOL COMMUNITY CULTURE
Enhancing wider school participation, knowledge and involvement

**Purpose**

To improve school community participation through reflective practice, whole school planning and by establishing productive participation with families and the wider community. The purpose is to encourage the wider school community to become more informed and engaged in school programs, ultimately enhancing the school’s community culture. To build parents and the wider communities capacity to become advocates for school programs.

**People**

- **Students will:** Students are given the opportunity to provide feedback towards future school planning and direction. Participation in annual review forums and surveys.
  
- **Staff will:** Develop the capacity to influence school planning and direction through developing their capabilities in community communication, management and school leadership practices and processes. Staff will have ownership for school planning and directions.
  
- **Parents will:** Through the provision of a collaborative and inclusive partnership, parents will develop the confidence, willingness and ability to contribute to the school community and planning process.
  
- **Community partners will:** Continue to build strategic partnerships which will enhance community culture and the schools capabilities.
  
- **Leader will:** Be responsible for developing school processes to lead the Strategic Directions for school growth and improved community involvement.

**Processes**

- **Establishment of a School Planning and Evaluation process** – by developing an annual consultative framework and review process.

- **Develop School Community engagement, partnerships and networks through school initiatives** – strategic partnerships will enhance programs and extend opportunities for students.

- **Develop social responsibility and value the communities place in enhancing school culture** – By encouraging parental involvement in school decision making and explicitly teaching social and cultural responsibility.

**Products and Practices**

**Products:**
- Parent participation increased in school activities and increased percentage of parents and caregivers engaged in school direction and planning consultation.
- Milestone process is used to monitor finance, school progress and improvement.
- Milestone monitoring is reviewed at 5 weekly intervals.

**Practices:**
- An evidence driven school planning and evaluation process is in place for the school plan 2015-2017 and is reported at 5 weekly intervals.
- All staff and parents have a clear understanding of the school vision and direction and their role in driving school change and improvement.