School plan 2015 – 2017

Fernleigh PS

Learning Culture

Wellbeing

Joint School Initiatives
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>Fernleigh PS is developing a future for our students encompassing 21st century learning, embedded in an idyllic rural setting. By developing a learning community, common goals can be shared and progressed, through regular communication, monitoring and feedback. We intend to develop and grow assessment capable learners through increased understanding of student wellbeing, joint school initiatives and the development of an improved learning culture.</td>
<td>Fernleigh PS is part of the broader group of schools working together, called 'The Plateau to the Sea' Learning Community. These schools work together to enhance learning at different levels for all students and staff. We are also part of a local small group of schools that meet regularly to provide further learning opportunities for our students. Geographically, the school is situated in a leafy green rural setting, with the added bonus of nearby larger town facilities. The school currently consists of 23 students in 2 small classes, utilizing the expertise of different teachers for different curricula areas eg: technology, music, art and sport.</td>
<td>The elements of this plan have been developed following a study of 21st century learning techniques based on Hattie’s work of Visible Learning. Following a rigorous self-evaluation process using focus groups, staff feedback and parent and student surveys, a plan has been developed to support increased student engagement through the use of technology, learning intentions, processes of monitoring progress and a long term focus on student wellbeing. This plan has been shared and developed with / by staff, at a P&amp;C meeting, as well as offering a parent meeting during Term 1 2015.</td>
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Overall Purpose:
To improve student voice and student centred learning, enhance opportunities for students in small schools and support student wellbeing.

Purpose:
For students to show Stage relative or greater progress against the Literacy Continuum and at least 12 months growth using standardized tests. They will exhibit the characteristics of assessment-capable visible learners. (Students understand what they are learning, how they are going, where they will go next and can act on this.)

Purpose:
To support student and community wellbeing through creative arts extension and welfare review. We also intend to undertake a 3 year cycle to implement a comprehensive whole-school approach to mental health promotion, prevention and early intervention.

Purpose:
To provide broader learning opportunities for students and staff in our small schools as well as our small school collegiate group.
## Strategic Direction 1: Learning Culture

### Purpose

Why do we need this particular strategic direction and why is it important?

For students to show Stage relative or greater progress against the Literacy Continuum and at least 12 months growth using standardized tests. They will exhibit the characteristics of assessment-capable visible learners. (Students understand what they are learning, how they are going, where they will go next and can act on this.)

### People

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

**Students:** An understanding of:
- What an effective learner is
- Learning intentions and success criteria
- What assessment tasks are for and what the results mean.

**Staff:** A common understanding of:
- An effective learner at Fernleigh PS
- Ways to promote effective learner characteristics
- Learning intentions and success criteria – their purpose and how to use them effectively.
- Effective feedback

**Parents/Carers:** A common understanding of:
- What an effective learner is
- Learning intentions and success criteria and ways to talk to their children about these

**Leaders:** Sound understanding of:
- Visible Learning and it’s characteristics
- Vision of where the school can go with Visible learning

### Processes

How do we do it and how will we know?

Students, staff and parents will have a shared understanding and definition of what an effective Fernleigh PS learner looks like.

Staff develop and introduce students to Learning intentions. These can be extended to other areas, after focusing on Reading.

All teachers and students will be aware of the 4 levels of feedback.

Students learn to describe what they are learning in Reading and know when they are successful. This will be extended to other curricula areas following successful implementation in Reading.

### Products and Practices

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

- Qualitative – students increase articulation of what they are learning and why. They will begin to identify what they need to learn next in order to improve.
- Quantitative – student results are improved against standardised tests and in school assessment.

**Product:**
Visible Learning folders for each child to monitor progress against continuum standards – clusters. Classrooms display learning intentions for Reading (+ additional curricula later).

**Product:**
Documentation of Professional learning will include a focus on Visible learning strategies, aligned to Professional Teaching Standards.

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

**Practice:**
Learning Intentions are clearly articulated at the beginning of a lesson. Success criteria are aligned to these.

**Practice:**
Reinforce the effective learner profile through instruction, feedback, classroom displays, classroom talk and lesson planning.

### Improvement Measures

**Qualitative:**
- Students demonstrate clear articulation of what they are learning and why. They will begin to share this more intentionally with their parents – parent and student surveys, comments, feedback.
- All students begin to take more control over their own learning through monitoring own progress in folders, against Literacy Continuum cluster criteria.

**Quantitative:**
- At least 12 months progress against standardised assessments and literacy continuum expectations.

*Students with additional learning needs are monitored against reading levels and the Literacy Continuum.*
### Strategic Direction 2: Wellbeing

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To support student and community wellbeing through creative arts extension and welfare review. We also intend to undertake a 3 year cycle to implement a comprehensive whole-school approach to mental health promotion, prevention and early intervention. Physical Education is important for mental health and wellbeing, along with understanding environmentally sustainable methods supporting healthy eating.

#### People

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

**Students:** social and emotional learning and support for students through Kids Matter and extension of Creative Arts. Lessons on sustainability and practical usage. Increase physical activity.

**Staff:** Understand and support student wellbeing through undertaking PL in the Kids Matter Component. Utilise expertise of Creative Arts Music Teacher. PL for staff to coordinate sustainability program.

**Parents/Carers:** Promote collaborative working relationships and recognise the importance of these relationships in developing children’s good mental health and wellbeing. Support Sporting Schools program and sustainability program at school.

**Leaders:** Create opportunities for students, staff, families and the wider community to be involved in a range of school activities.

#### Processes

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

Staff, students and parents receive learning opportunities using the Kids Matter Program over 3 years.

Specialist Music Teacher employed to enhance Creative Arts opportunities and performances.

Staff receive Professional learning and coordinate environmental sustainability program at school, including using student voice to support ideas to enhance the school environment.

#### Products and Practices

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

- An environment to promote positive mental health and wellbeing is created, that supports student engagement and connectedness.
- Surveys – qualitative and quantitative
- Students understand sustainability and practice sustainable methods.

**Product:** All 4 components of the Kids Matter Program have been delivered and implemented.

**Product:** Students display their creative arts talents on a regular basis.

**Product:** Vegetable garden established. Students articulate increased sustainability knowledge.

**Product:** Sporting Schools program initiated.

#### Improvement Measures

- **Quantitative –** data from surveys or from actual performances indicated improvement in both Creative Arts participation out of school time, as well as student wellbeing and home/school partnership relationships. This will include the aspect of environmental sustainability.

- **Qualitative –** data from surveys indicate staff, student and parent satisfaction and common understanding of how to support student wellbeing through social and emotional learning. Environment sustainability data will be obtained through observation of garden use and documentation of student voice.

### Evaluation Plan

Monitor wellbeing against student welfare situations/ book recordings of playground/classroom issues. Increased performance participation in out of school Creative Arts events. Vegetable Garden is established and regularly utilised by students and parents.

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

**Practice:** Staff use their daily interactions with students to support the development of students’ social and emotional learning skills, in and out of the classroom.

**Practice:** Social and emotional learning is taught effectively, formally and regularly in a coordinated and supported way throughout the school.

**Practice:** Students regularly tend vegetable garden. Students identify other ways to improve sustainability in the school environment.
## Strategic Direction 3: Joint school Initiatives

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<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>To provide broader learning opportunities for students and staff in our small schools as well as our small school collegiate group.</td>
<td>Students: Student learning and welfare is enhanced through creative days like chess and draughts, combined sports days and other activities organised between schools.</td>
<td>• K-2 staff will meet twice a term at different venues supporting PL in new syllabi. Maths (Sem 1) and Science (Sem 2). The structure of the meetings will be an alternate TPL delivery model (expertise) followed by a collaborative sharing model. Staff will self-nominate to facilitate meetings and further develop leadership capacity.</td>
<td>Quantitative: The number of interschool activities held.</td>
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<td>Staff: through collegial meetings are being upskilled in curriculum knowledge, pedagogy and leadership skills.</td>
<td>• Principals will meet once a term to plan, prioritise, support, share and discuss PL opportunities and directions for staff, students and community. Regular electronic communication occurs between Principals.</td>
<td>Qualitative: Student feedback</td>
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<td>Parents/Carers: Meet and mix with each other at combined events.</td>
<td>• A variety of Community of School Days are held each term.</td>
<td>Product: All staff are implementing new syllabi in Maths and Science.</td>
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<td>Improvement Measures</td>
<td>Evaluation Plan</td>
<td></td>
<td>Product: Leadership development and collegiality occurs for all small school Principals in the group.</td>
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<td>Quantitative: * The number and type of attendance at the interschool events. * The number of staff collaborating on PL for new syllabi support. * Evidence collected of the implantation of new syllabi in programs and through negotiated supervision and support practices in each school. * The number of staff sharing their knowledge with staff back at their own school following interschool PL.</td>
<td>Student satisfaction through surveys or focus groups. Student willingness to be involved with other schools through the various activities. Staff qualitative data from PL, along with staff quantitative data through supervision and support practices in the implementation of new syllabi.</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Qualitative: * Student, staff and parent feedback following each of the interschool events. * Staff satisfaction – anecdotal, following their involvement in interschool PL opportunities.</td>
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<td>Practice: A member from each small school engages in PL sessions on a regular basis. This is targeted and strategic for K-2 staff.</td>
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<td><strong>Practice:</strong> Students interact through interschool academic, social and cultural experiences. Student wellbeing, understanding and inclusion is enhanced through these activities. They are recognised for achievement across a larger student group than their own.</td>
<td><strong>Practice:</strong></td>
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