**Afterlee Public School**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Afterlee Public School will empower and engage all students to maximise their potential, in an individualised, creative supportive learning environment that fosters student curiosity. |  | Afterlee Public School is a P6 school in an isolated rural setting, 24 km from Kyogle. The school will celebrate its centenary in 2019. Student numbers are consistent and programs offered by the school meet the needs of the local community .The school pride itself on being the community hub for Afterlee community.  To engage students and deliver 21 Century learning opportunities Afterlee Public School (APS) connects and engages in opportunities with Community of learners of upper Richmond small schools (COLOURSS) and Casino Learning among Small Schools (CLASS).  APS provides a broad-based education, within a safe and stimulating environment, offering a challenging curriculum, respecting individual differences and abilities, effective use of resources, and effective leadership and shared decision making of school community members. |  | In 2014 and 2015, the School Community- students, staff and families were all consulted in a variety of ways to provide directions for the school over the next three years. “Where do we wish Afterlee Public School to be 3-5 years from now?” was asked of parents, students, community members and staff to gauge future direction of Afterlee Public School 2015-2017.  100% of school community were surveyed on the following topics: school strengths, areas of improvements, suggestions for improvement, leadership strengths and areas for improvement, staff strengths, staff desired outcomes and support for professional goals. The evidence collected from surveys, parent conversations and P&C meetings both in the planning stages and draft review of this document ensured that the community is committed to delivering innovative academic and social curricula. Results were collated and staff collaboratively decided on a school vision statement and strategic directions.  Meetings with colleagues (COLOURSS and CLASS), Director of School Peter Campbell in Term 4 2014 and Principal School Leadership Officer David Sillcock assisted in planning/writing/ review cycles.  The result was a collaborative school vision statement and strategic directions with P&C endorsement. |
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| **Afterlee Public School - Small School Big Differences** | | | | |
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| **Purpose:**  Build capacity of students and staff to use the Literacy Continuum to review student progress and generate new teaching and learning that is negotiated and ongoing.  Develop high quality assessment strategies which are used by staff to create personal learning plans in Literacy. |  | **Purpose:**  To implement and develop teacher capacities while engaging students with meaningful creative 21st Century learning utilising student voice, curiosity and self-regulation opportunities. |  | **Purpose:**  To utilise flexible learning opportunities fostering partnership in line with rural and remote strategy while celebrating small schools strengths to maximise each students' outcomes. |

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| Strategic Direction : Provision of a dynamic learning environment for all students | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Build capacity of students and staff to use the Literacy and Numeracy Continuums to review student progress and generate new teaching and learning that is negotiated and ongoing.  Develop high quality assessment strategies which are used by staff to create personal learning plans in Literacy. |  | Students: will be able to articulate through “I can statements” where they are placed on continuums and future directions.  Staff: will engage in professional learning that is targeted to meet the needs of the students in literacy and numeracy.  Staff: will continually monitor students’ achievement through assessment and growth in literacy and numeracy skills. This will reflect in their programs |  | Continued implementation of explicit literacy and numeracy lessons with constant use of metalanguage.  Sustained professional learning with community of schools, CLASS and COLOURSS.    The Literacy and Numeracy Continuums will be used to ensure individual students learning needs are assessed; continually tracked and learning plans are developed to cater for individual needs. |  | Practice: Wall display of Literacy and Numeracy continuums and discussion with students to plan their own learning path to the next marker  Product: 100% of teachers programs will reflect the use of PLAN data to guide their programming in Numeracy and Literacy.  Practice : Teachers deliver quality teaching and learning programs that increase students achievement using student data for individualised programs |
| **Improvement Measures**  ** Product: 100% of students at APS are placed on the literacy and numeracy continuums and teacher's programs reflect the ongoing use of this data when programming and IEP**  ** Product: 70% of students entering Year 1 in 2015 will be working towards or at the 4th cluster of the literacy continuum after Kindergarten**   * ** Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN** |  |

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| Strategic Direction : The school will develop students as 21st Century learners in an enquiry mode environment | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Implementation of engaging students with meaningful 21st Century learning utilising student voice and self-regulation opportunities while increasing capacities of school community.a dynamic environment. The school will develop students as 21st Century learners in a dynamic environ |  | Students will engage with teaching and learning programs that are purposeful and successful incorporating problem solving components within.  Staff will engage in professional learning that is targeting school targets in regards to 21st century learning to be confident in solution fluency methodology.  Parents and community to be informed of school programs and core learning format of characteristics of a 21st Century learner in relation to their child. |  | Engagement of LAST(Learning and specialist teacher ) as a means of support and enrich the teaching and 21st Century learning environment.  Continued implementation of explicit literacy/numeracy lessons within the classroom with sustained Professional development with CLASS/COLOURSS and sharing skills obtained with community as a partnership deal.  Initialising and participating in open communication with school community through Information evenings /newsletters /Interviews and informal discussions with parents informing content/context of 21st Century learning. |  | Practice: All students will be tracked against PLAN site ( Planning Literacy and Numeracy ) criteria and differentiated programs will be assigned when needed.  Practice: Staff to share professional conversations, resources and techniques that have been successful for 21st Century learning across the community of schools.  Practice: All staff shall use scaffolding of solution fluency for 21st Century learning activities  Practice: Teachers deliver quality teaching and learning programs that increase student achievement with a strong 21st learning component and inquiry mode embedded within them. |
| **Improvement Measures**   * Alignment of literacy aspects implementation of English curriculum. * Information disseminated to 100% community re 21st Century scaffolding method of solution fluency by 2016. |  |
| Strategic Direction : Maximizing learning opportunities in meaningful global learning opportunities utilizing all school partnerships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Flexible learning opportunities fostering partnerships to overcome rural and remote challenges while celebrating small schools strengths to maximise each individual students' outcomes. |  | Students: will have access to a diverse range of engaging extra-curricular activities to build skills and talents outside of the classroom  Parents: will be included in the educational partnership of their child through negotiated varied meaningful roles.  Staff: Interact with students from other COLOURSS schools /Kyogle CoS educational experiences to provide high quality engaging learning opportunities regularly throughout the year. |  | Augment a diverse range of highly engaged curriculum options for all students  Audit of parent/community skills availability. Match to learning opportunities and utilise.  Focus on specific curriculum areas and give staff the opportunity to organise and guide curriculum development around the new syllabus and special interest activities in Trading COLOURSS days. |  | Product: Produce a diverse range of curriculum options for students to become highly engaged in.  Practice: Maintain and inspire more parent involvement within the school/school community  Product: Specialised learning days to engage students with different aspects of the curriculum. |
| **Improvement Measures** |  |
| * COLOURSS schools interact in engaging and meaningful educational processes. * Kyogle Community of schools utilised and participation of Afterlee students is evident. * Use of community, parent and CoS skills and interests for betterment of 100% of Afterlee student |  |