Palmyra 2022

Moving forward together

Every student, every classroom, every day

Our Vision

Palmyra Primary School works with the community to foster a safe, supportive and inclusive learning environment that provides high quality teaching and learning to ensure students progress to achieve their social, emotional and academic best.

Moving Forward Together

The Palmyra 2022 is our plan for the future. It lays out our school's targets and milestones to achieve improvement in student outcomes over the coming years and provide every student with a pathway to a successful future. This plan aims to strengthen support for teaching and learning excellence in every classroom, and build the capacity of our leadership team, our teachers and education assistants. This has been developed by and in consultation with the Palmyra Primary School Community comprising staff, students, parents and the School Council. It is our road map and key guiding document for all school operations, and the measure against which all activity in our school will be judged and assessed.

Our plan is underpinned by operational and support documents including our Quality Teaching and Learning Plan, Literacy and Numeracy Plans, Early Childhood Plan, Inclusive Learning Environment Plan, Targeted Resources Plan and Effective Leadership Plan. Our progress will be reviewed annually with staff and reported regularly to our school council. Our Annual Reports will provide information to our school community on the implementation of 'Palmyra 2022' and our achievements and areas for continued improvement. Our Public School Review, conducted by the Department of Education, will provide addition feedback on our progress and achievements.

We will be **Respectful**

Teachers will model respectful communication with students' parents and colleagues. Students will be respectful of themselves, their peers and their teachers and their environment.

01

MOVING FORWARD TOGETHER

02

We will **Thrive**

We will provide a safe, supportive and rich learning environment to ensure children at each stage of development thrive socially, emotionally and academically – we lay strong foundations through quality Early Childhood Practice.

03

We will **Excel**

The staff of Palmyra Primary School will display excellence in teaching and learning through a high level of professional knowledge, engagement and practice in context, to meet the needs of all students, and have high expectations of student progress and achievement.

Targets & School Self-Assessment

Targets

NAPLAN

- By the end of 2022 the performance of Year 3 and Year 5 students in NAPLAN Numeracy, Reading and Writing will be equal to or above those of like schools.

- By the end of 2022 the progress of the Year 5 stable cohort in Reading, Writing and Numeracy will be equal to or above that of like schools in NAPLAN.

Progressive Achievement Testing (Reading & Maths)

- At least 70% of students to achieve Stanine 5 or above in PAT Reading and Mathematics for Years 2, 4 & 6.

On Entry

- At least 60% of students make average or above average progress (based on their starting score) in Reading and Numeracy from Pre-Primary to Year 1.

National Quality Standards (NQS)

- All seven quality areas within the NQS will be verified as met.

School Reporting

- Overall relative judgement (grade allocation) of English and Mathematics in student reports will align to like schools. (ie: within 0.5 of a standard deviation)

NSOS

- By the end of 2022 the ratings of staff opinion in the areas of:

    - I receive useful feedback about my work at this school.

    - This school takes staff opinions seriously.

    will improve to be 4.0 or above.

School Self-Assessment

The school will utilise the Department's Electronic School Assessment Tool to self-assess against the following 5 domains of the School Improvement and Accountability Framework domains:

Teaching

Learning Environment

Leadership

Relationships & Partnerships

Use of Resources

In collaboration with our school community we will undertake self-assessment that results in judgements about the standards of student achievement and the effectiveness of our school processes in maximising student achievement.

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High Quality Teaching and Learning

To build high quality teaching practices through collaboration, self-improvement and reflective practices so that we provide outstanding learning which caters for all students no matter what their starting point.

What we will do	What you will see
Understanding and Application of High Quality Teaching. Build an understanding and application of High-Quality Teaching via an agreed Instructional Model.	• Teachers applying an agreed instructional model to the planning and delivery of lessons. • Teachers utilising Literacy and Numeracy blocks characterised by common pedagogy implemented in all classrooms. • Students engaged in relevant high-quality learning experiences with clear learning intentions, that are responsive to student needs.
Planning for Improvement Develop a performance and development culture focused on improvement and review of teaching, learning and assessment.	• Phase learning plans in place with explicit improvement targets and strategies appropriate to each phase of learning. • Expansion of peer observation and feedback as one method of staff development. • All staff Professional Learning opportunities aligned to school priorities. • Collaborative planning, programming and evaluation processes in place and resourced to allow staff to work together to achieve common outcomes. • An articulated written set of high expectations and standards for student and staff performance and achievement.
Whole-School Approaches to Teaching We will develop whole-school approaches to teaching literacy and numeracy.	• Literacy and numeracy blocks characterised by common pedagogy implemented in all classrooms. • Explicit teaching and instructional models are evident in all classrooms. • High-quality data informed learning experiences that address identified student needs. • Productive and responsive Professional Learning Teams established, to support whole school approaches in literacy and numeracy.
Assessment Moderation & Reporting We will develop whole school assessment moderation & reporting processes and policy.	• A clear school assessment policy, outlining expectations and support for making fair and valid judgements. • A whole school assessment schedule with assessment tools which inform decision making. • Data being used in planning across the school and evident in classroom practise. • Teachers working collaboratively to make judgements about student progress and achievement. • Level 3 teacher leaders implementing a case management approach to improve student learning in Literacy and Numeracy. • Professional learning provided for staff to confidently implement NAPLAN Online.

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High Quality Teaching and Learning

To build high quality teaching practices through collaboration, self-improvement and reflective practices so that we provide outstanding learning which caters for all students no matter what their starting point.

What we will do	What you will see
National Quality Standards We will ensure all areas of the National Quality Standards are being met.	• Early Childhood staff using the NQS framework to self-assess and use a reflective approach for continuous improvement. • A clear understanding of evidenced base Early Childhood pedagogy underpinned by an agreed philosophy. • Consistent and agreed approaches across K/PP that flow up to 1-2 and beyond. • Evidence of a balanced approach between play-based and explicit teaching in Early Childhood. • Implement the findings of the National Quality Standards Verification.
Students at Educational Risk We will ensure the academic needs of all students are being catered for, no matter what their starting point within their year level.	• The roles of the SAER coordinator, School Psychologist, parent/caregivers and allied health professionals are clearly defined. • A team approach and clear process in place for identifying and supporting Students at Educational Risk. • Policies and procedures are developed to collaboratively case manage students at risk and those with special educational needs. • A consistent and understood approach to writing, resourcing and monitoring Individual Education Plans (including for students not formally identified) with agreed timelines for review. • The use of other resourcing options (e.g. Manual Handling training, coordinator time, the use of technology, volunteers, etc.) is evident. • Structured, responsive and adaptable educational support in all learning areas in the school by skilled para-professionals.

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Inclusive Learning Environment

Provide a learning environment that promotes the belief every child is capable of being a successful learner with increased student engagement and positive behaviour.

What we will do	What you will see
Work practices and school programs We will prioritise literacy & numeracy learning time in relationship to curriculum requirements.	• Literacy and Numeracy with (quarantined) Literacy and Numeracy blocks. • Teachers' timetables accountable to curriculum requirements. • A clear excursion/incursion guidelines procedure and policy is in place.
Inclusion and Differentiation We will develop policy and procedures, review resource allocation and build teacher capacity to provide differentiation for all students.	• Effective case management and resourcing of SAER. • Clear policy and procedures for Students with Special Needs and Students at Educational Risk. • Teachers and support staff discuss and collaborate with regard to how to best cater for the range of abilities in their classroom. • Teacher differentiating the curriculum and catering for the learning needs of all students.
Behaviour Management We will establish a Behaviour Management policy, which will include procedures which are reflective of current best practice and are understood and implemented by all staff.	• Staff following clearly understood behaviour management processes and procedures. • Serious behaviour incidents dealt with consistently and effectively. • Positive behaviour support and the use of low key strategies in every classroom.

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Quality Relationships

Effective working relationships are the key to building a positive culture. We will continue to build and sustain quality relationships and partnerships with the school community to promote a culture of shared responsibility in the education of our students.

What we will do	What you will see
Celebration of Improvement and Excellence We will ensure staff, student and community work is acknowledged and celebrated.	• Positive representation in local and state media. • Cultural celebrations that are embraced by our school community including Harmony Day and NAIDOC week. • Staff meetings/Pally Print and parent newsletter include acknowledgement and celebration.
Staff Communication We will develop staff protocols for meetings and communication.	• Staff and parents following well understood protocols for raising issues. • Staff following well understood protocols for meetings. • All new staff members provided with a thorough induction. • A staff handbook with key documents, policies, expectations and greetings. • Regular Education Assistant meetings.
Parent Communication We will develop effective communication procedures and policy to foster productive partnerships.	• Improved school website for communications and school information with increased use by parents and the community • Clear policy and procedures communicated to the community. • Participation of students, parents and staff in bi-annual National School Surveys.
School Council We will ensure the school council is well informed of the school's progress and achievement.	• School Council and P+C minutes distributed to staff. • School Council operating effectively and strategically with an annual self review process in place. • Teacher Leaders reporting to the school council on implementation of changes as well as student progress and achievement.

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Effective Leadership

Effective school leadership that is focused on teacher pedagogy and practice has the greatest impact on student achievement:

What we will do	What you will see
Instructional Leadership We will implement high quality instructional leadership developing and utilising the skills of staff.	• School leadership team maintaining a high profile and visibility in classrooms and accessibility in the school generally. • Staff performance management processes consistent with a performance development culture, including peer and classroom observations. • Professional Learning Teams (PLTs) implementing evidence-based teaching and learning programs; • Senior teachers, Level 3 teachers, Curriculum Leaders, school support staff leaders and Leadership Team members with clear roles and responsibilities. • Accountability is understood by staff with support processes evident if required.
Change Management We will build an awareness and understanding of change management theory and its application.	• Regular information on change management theory presented to the staff. • Professional Learning Team Leaders supporting staff with change management. • The teaching staff being able to apply change theory to assist them with implementation of improvement strategies. • Staff identifying their position on the change continuum when improvement strategies are implemented.

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Targeted Resources

To use resources including staff time, expertise, funds, facilities and materials in a targeted manner to meet the learning and wellbeing needs of all students.

What we will do	What you will see
Human Resource Management We will target resources to align with school planning,	• An effective, well communicated, Workforce Plan in place to ensure transparency regarding future staffing levels, proposed permanent, temporary and school support staff levels. • Human resource management aligned with school planning; including classroom teacher and school support deployment and work fractions; • Whole school timetabling which allows for common DOTT. • Teacher Release time for curriculum coordinators and teacher leaders; • Resource allocation embedded into operational plans. • School and teacher development activities are aligned to the areas of priority as identified by school data and school plan.
Physical Resource Management We will plan and budget for physical resources and the replacement of assets which aligns with our school plan and policy requirements.	• An asset replacement schedule for Palmyra Primary School with consideration to school reserve funding levels; • An ICT operational plan, with a focus on including capacity building of all staff; • Researched judgements about equipment and application purchase/lease; • Cyber safety; and management of the ICT dashboard to ensure reliable connectivity.
Financial Resource Management We will implement policy and procedures which will ensure audit requirements.	• A staff financial handbook distributed to all staff to support implementation of correct financial management processes with accompanying professional learning and training. • High compliance to financial management policy and procedures. • An effective finance committee is ensuring financial resources and being directed to our school priorities.

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Jargon Buster

- **'Visible Learning'** is the result of the research undertaken by John Hattie to understand what provides the most success in learning.

- **Explicit Teaching** involves directing student attention toward specific learning in a highly structured environment.

- **Level 3 Classroom Teachers** are exemplary teachers recognised and rewarded for their exceptional teaching and leadership practices.

- **Senior Teachers** are experienced teachers committed to high quality teaching and ongoing professional learning**.**

- **DoE -** Department of Education

- **ICT -** Information and Communication Technology

- **Connect -** The DoE endorsed communication platform.

- **STEM -** Science Technologies Engineering and Mathematics.

- **AITSL -** Australian Institute of for Teaching and School Leadership. This body provides a framework of Teacher and Principal standards.

- **Pedagogy -** the method and practice of teaching.

- **DOTT -** Duties other than teaching

- **Stanine** (STAndard NINE) is a method of scaling test scores on a nine-point standard, so a stanine of 5 is about the average or mean.

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Our Data Sources

National Assessment Program Literacy and Numeracy (NAPLAN)	Analysis of student performance across Years 3 and 5 in Reading, Writing, Language Conventions and Numeracy is used to set targets for student achievement in School Operational Plans and identify areas of student strength and areas requiring additional focus.
Student Achievement Information System (SAIS)	This system is used for moderation for reporting, assessment and comparative purposes to determine how closely our teacher judgements correlate with national assessment data.
Progressive Achievement Testing (PAT)	Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understanding in a range of key Literacy, Numeracy and Science areas.
Screen of Communication (SOC)	The Screen of Communication Skills (SOCS) is a language assessment for children aged 3 years and 6 months to 6 years and 6 months. It assesses the areas of semantics, comprehension, grammar, narrative, phonological awareness and speech. It assists to identify and plan for children who may need further assistance in these areas.
On Entry Assessment	Assists to identify student needs of PP cohort (Module 1) and evaluate the effectiveness of the PP program and individual student progress and achievement at Year 1 (Module 2).
Behaviour Data	Provides feedback about the effectiveness of the whole school behaviour management plan and values program.
Student Attendance Reporting	Identifies students at risk of under-performing due to tardiness and poor attendance rates.
National School Opinion Survey (NSOS)	Provides feedback about community attitudes and perceptions about the school and its programs.
Australian Early Development Census (AEDC)	Provides a snap shot of children's early development before commencing formal education which helps provide planning direction for the school.
The National Quality Standard (NQS)	The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high national benchmark for early childhood.

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