

# School plan 2015 – 2017

## Adelong Public School (1009)





## School vision statement

**Knowledge is Gold!**

*Our vision is to prepare and educate the whole child.*

In partnership with parents and the wider community, we support each student to *develop a strong sense of wellbeing*. We are committed to *equity for all*, showing compassion, respect, understanding and inclusiveness, regardless of background or ability. We encourage our students to learn to solve problems, take responsibility, develop resilience, and care for one another.

## School context

Adelong Public School, in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality, to equip our students for the future.

Adelong Public School is a small school located 25 km south of Tumut. The school has been in operation for over 150 years and has an extensive history with the local community.

Today, the school continues to serve families from Adelong and the surrounding area. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students. There are a total of 76 students enrolled for 2015.

The school structure consists of four multi-grade classes. Permanent staff consists of Principal, three Classroom Teachers, and School Administration Manager. Part-time staff consists of a temporary Learning Support Teacher, Teacher Librarian, School Administration Officer, General Assistant, and two School Learning Support Officers.

The school reflects student centred-learning and emphasises programs based on the students' individual needs and the development of the whole child.

## School planning process

Our school planning process has sought the input from key stakeholders; including the P&C, Community Partners, Parents, Students and Staff.

In 2014 and early 2015, processes were undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform priorities for the 2015-2017 School Plan.

This jointly constructed school plan acts as a working document to drive school improvement.



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the schools educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework



**Purpose:**

Every student in our care is to be engaged in meaningful and focused learning experiences that provide the opportunity for them to achieve their full potential as a learner, a leader and a caring and productive citizen.



**Purpose:**

To build strong, collaborative and authentic relations between students, teachers, parents and the wider community.



**Purpose:**

To build the capacity of teachers and support staff through focused professional learning and development.

# Strategic Direction 1: Confident, creative and tolerant high performing students

## Purpose

Every student in our care to be engaged in meaningful and focused learning experiences that provide the opportunity for them to achieve their full potential as a learner, a leader and a caring and productive citizen.

## Improvement Measures

- ❖ Students currently in Grade 3 to achieve growth in NAPLAN in 2017 that is commensurate with, or above State growth.
- ❖ Students currently in Grade 5 to achieve growth in NAPLAN in 2017 that is commensurate with or above State growth.
- ❖ All Quality teaching and learning programs are driven by data.

## People

### Students:

Instil in students with the skills and capacity to evaluate, create and problem solve across all KLAs through open ended and inquiry based learning.

### Staff:

Provide quality, differentiated professional learning to support staff with their professional learning goals.

### Parents:

Communicate the school strategic plan and provide opportunities for parental feedback about their child's learning and how the school can best meet student needs.

### Leaders:

To be mentored through student focused projects to build their leadership skills and capacity according to the National Standards.

## Processes

Staff will become more proficient in collecting, analysing and interpreting data to support student learning needs in literacy and numeracy.

Learning and Support Team will have rigorous identification and monitoring processes to ensure high levels of support for identified students.

Student learning outcomes in literacy and numeracy are improved through action learning, mentoring and professional learning.

## Evaluation Plan

NAPLAN Data will be analysed each year to track improvements in literacy and numeracy. Programs developed to track areas of need.

Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.

Structured feedback sought from ATSI community regarding PLP development and implementation.

## Products and Practices

### Product

Effective and visible Learning Support Team

### Practice

School Welfare Policy and practices are visible and consistent.

### Product

Appropriate additional support and appropriate plans in place for targeted students

### Practice

Effective and visible student learning plans (ILPs, PLPs, IEPs) used to inform student learning programs.

### Product

Programs and assessment tasks reflect changes to pedagogy and curriculum

### Practice

Teachers are confident in using NSW syllabus and are able to implement them by adjusting teaching styles as required.

## Strategic Direction 2: Inclusive and collaborative learning community

### Purpose

To build strong, collaborative and authentic relations between students, teachers, parents and the wider community.

### Improvement Measures

- ❖ Families and school share responsibility for student learning and wellbeing and build on parent capacity to support learning at home.
- ❖ Implementation of a whole-school approach to well-being by working collaboratively with partners who contribute to improved student achievement and/or well-being. Referrals to LST are timely and professional, with follow up evident in PLPs, ILPS and classroom practice.
- ❖ The school's partnerships are sustainable and are embedded in the culture of the school community. This is evidenced by an increase in the percentage of parents and carers involved in school community events, activities and classroom support programs.

### People

#### Students:

Expand student awareness of the community in which they live

#### Staff:

Build a culture of trust between teachers and parents/carers.

#### Community Partners:

Continue to foster links with the local pre-school and high school via well devised transition programs, and by encouraging community participation in school programs.

#### Leaders:

Maintain positive culture and model integrity and exemplary respectful behaviour in all interactions with parents and community members.

### Processes

Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum.

Communicate the school vision of high expectations regularly through all available systems including website, app and newsletters.

Evaluate the current well-being policies and practices with the intent of improving the understanding of the why, how and what of managing conflict, bullying behaviours, and by celebrating self-regulatory behaviours and school citizenship.

### Products and Practices

#### Product:

A proud school community with high parent satisfaction and a demonstrated shared responsibility for the achievement of high educational outcomes.

#### Practice:

Open door policy, effective communication systems, frequent and ongoing consultation with parents/carers.

#### Product:

Positive news and social media spread throughout the community.

#### Practice:

Newsletter, website, and app updated weekly that details positive stories of student achievement, staff training and special events.

## Strategic Direction 3: Innovative, responsive and dynamic facilitators of learners

### Purpose

Build the capacity of teachers and support staff through focused professional learning and development.

### Improvement Measures

- ❖ Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.
- ❖ APS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.
- ❖ Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.

### People

#### Students:

Engage as active learners in a range of high quality learning experiences.

#### Staff:

Build a positive school culture through inspiring and motivating staff to focus on students' learning and participate in ongoing professional learning.

#### Parents:

Develop relationships as educational partners, building an understanding of student learning goals and the capacity to support their child's learning.

#### Community Partners:

School initiatives and community partnerships strengthened to facilitate innovation.

#### Leaders:

Aspiring leaders given opportunities to share best practice through innovative and dynamic teaching and pedagogical practice.

### Processes

Teaching staff undertake relevant and worthwhile professional learning that ensures a deeper understanding and implementation of quality teaching programs.

Develop a shared best practice model in programming, assessment and classroom support..

School leader model and guide the implementation of differentiated teaching and learning programs that is driven by data and personalised learning goals.

### Evaluation Plan

Teacher surveys indicate an increase in work satisfaction and increased levels of support to achieve personal professional learning goals.

Improved programming with differentiated teaching and learning activities embedded with the Quality Teaching Model.

### Products and Practices

#### Product:

Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.

#### Practice:

Engaged and differentiated teaching and learning practices which reflect a clear understanding of the Quality Teaching Framework.

#### Product:

APS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.

#### Practice:

School leader places a high priority on the ongoing professional learning of all staff and participates in professional learning alongside teachers.

#### Product:

Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.

#### Practice:

Leadership capacity of teachers is recognised and built on through opportunities to mentor, lead action learning, and facilitate whole school programs.