

School plan 2015-2017

Stroud Public School 3125



School background 2015–2017

School vision statement

Within a culture of respect, care and equity, our learning community is committed to providing all students with the skills and knowledge to enable them to become confident, active and informed citizens.

School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences.

There are currently 91 students attending the school including seven aboriginal students. There are five teaching staff, three administration staff and one teaching principal.

The school works in close, professional and strategic partnership with a small schools collegial group and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to develop teacher quality and learning.

School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with data from parent and staff forums and survey data from staff, students and parents.

After further consultation with the small schools collegial network, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools. These are:


- Inspired learners
- Excellence in teaching
- Engaged community.

The Stroud School Plan 2015–2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for

the school's improvement and development efforts for the next three years, together with the other partner schools and in partnership with

parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Inspired Learners

Purpose:

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.



STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Teacher quality is the most important element in student achievement. We will build a culture of learning and performance which fosters mutual collaboration and teacher professional learning.



STRATEGIC DIRECTION 3 Engaged Community

Purpose:

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.

Strategic Direction 1: Inspired Learners

| Purpose | People | Processes | Practices and Products |
|---|---|---|---|
| To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners. | Students Develop skills and capabilities in: Working independently, cooperatively and collaboratively Being productive and proactive in their learning Developing understanding of their achievements in their learning and reflecting on how to improve Using ICT confidently in all Key Learning Areas , s | Tracking, Monitoring and Evaluating Data All teachers engage in professional development around assessing, plotting and using PLAN data to differentiate teaching and learning in the classroom. All teachers complete an online eLearning module on differentiation e-Learning and ICT Equipment and skills Audit. Establish a targeted professional learning program. Implement program for teachers and students. NSW Syllabus for the Australian Curriculum Engaging with the new science, history and geography syllabus Virtual Learning and Support Team Establishment of Virtual Learning and Support Team across CLN | Practices Tracking monitoring data Staff differentiate teaching and learning in the classroom based on PLAN data. LAST teacher funded to support literacy and numeracy programs across the school SLSO funded for work with targeted students e-Learning Teachers implementing and monitoring new technology skills into their teaching practices (appropriate to their personal skill level) through self –assessment strategies Students apply ICT in learning tasks. Students increasingly access learning through technology. Virtual Learning and Support Team Students learning/behaviour/wellbeing needs are identified and through collaborative discussion, strategies are implemented to support student needs. |
| Improvement Measures | Staff Through ongoing targeted professional learning staff develop skills and capabilities in: Planning and programming for all learning abilities Plotting and tracking students on continuums Evaluating effectiveness of their teaching practices, through analysis of growth to ensure that they meet the learning needs of students Implementing technology into teaching practices. | Evaluation Plan | Products Tracking nd Monitoring Data Staff track and monitor literacy and numeracy development using PLAN software to ensure they meet the needs of students Programs Staff have the skills and training to |
| eLearning program established and monitored for effectiveness through teacher surveys and discussions ICT is an integral part of daily teaching and learning as evident in classroom programs Improved student learning outcomes (PLAN, Matrix, Continuums) as measured through PLAN tracking. 85% of students showing expected growth through the clusters Differentiation of student's learning evident in programs, collaboration and discussion Student and teacher surveys shows skill level of use of ICT improves across the program | Community Partners | | |

Strategic Direction 1: Inspired Learners

Improvement Measures

People

Parents, students and teachers work together using ICT to improve the learning of all students

Processes

Practices and Products

design and implement high quality teaching and learning programs

e-Learning

An eLearning Program established for both staff and students.

Staff skilled and trained to design and implement technology (measured through the ICT matrix guide).

Students trained to implement new technology in their learning

Virtual Learning and Support Team

Google Docs folder with referrals and student notes.

Strategic Direction 2: Excellence in Teaching

| Purpose | People | Processes | Practices and Products |
|---|---|---|---|
| Teacher quality is the most important element in student achievement. We will build a culture of learning and performance which fosters mutual collaboration and teacher professional learning. | Staff To develop a deep understanding of and be confident in: <ul style="list-style-type: none"> Implementing all new Syllabus Linking syllabus and student outcomes on the Literacy and Numeracy Continuums <ul style="list-style-type: none"> Applying the Australian professional standards of teaching to their own practice Building a culture of shared responsibility for student learning, high expectations and reflection on their teaching practice Being actively engaged in their own professional learning needs and development and maintenance of a professional portfolio. | Curriculum Coordinator Professional Learning Coordinator engaged to support planning, implementation and monitoring of programs. Syllabus Implementation–History and Geography Develop and implement scope and sequences, units of work and assessment rubrics through small schools professional learning network. TPL on assessing and reporting on student progress / plotting accurately on continuum. Performance and Development Teachers develop, implement, review and reflect on professional learning by maintaining a Teacher Professional Learning Journal (TLJ) and completing their Performance and Development Plan. Teachers reflect on how effectively their goals support the School Plan Professional Learning Development Officer Organisation of all mandatory training | Practices Performance and Development Teachers develop, implement, review and reflect on professional learning by maintaining a Teacher Professional Learning Journal (TLJ) and completing their Performance and Development Plan. Teachers reflect on how effectively their goals support the School Plan Performance and Development Teachers develop, implement, review and reflect on professional learning by maintaining a Teacher Professional Learning Journal (TLJ) and completing their Performance and Development Plan. Teachers reflect on how effectively their goals support the School Plan Professional Learning Teachers actively seek and engage in relevant professional learning associated with individual learning journal / plan |
| Improvement Measures | Students Students encouraged to improve their learning through reflection and feedback Community Partners Parents engaged in their child's learning through the increased sharing of information. | Evaluation Plan | Products Syllabus – Designed and implemented whole school scope and sequences and units of work based on new syllabus. Performance – Individual learning goals for teachers established and are worked towards across the year. Each teacher maintains a professional learning journal based on the Performance and Development Framework. |

Strategic Direction 3: Engaged Community

| Purpose | People | Processes | Practices and Products |
|---|--|--|---|
| To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning. | Staff Develop staff capacity to: Build stronger community relations through targeted professional learning. | Building an informed and engaged community Establishing formal and informal ways in which a two way communication processes can begin. This will support active and frequent collaboration between the school and community. Participation of students, staff and parents in 'Tell Them From Me' surveys Building an effective and highly functioning Collegial leadership network group | Practices Coming Together – Reciprocated and respectful communication between students, staff and parents. 'Learning news' section in newsletter will inform parents every week on the variety and depth of programs being implemented at our school Community sharing groups where members of the community come and share expertise with the students Subscription to skoolbag app – school community encouraged to download the free skoolbag app to facilitate more effective and efficient communication between home and school CLN – Continued high level collaboration of all CLN principals in school planning and implementation of school plan. |
| Improvement Measures | Students Students are encouraged to develop leadership skills and to actively contribute to school life through the school parliament. Community Partners To establish a collaborative learning community with students, parents and teachers to support programs at the school which encourages positive family and school partnerships for the educational benefit of all students. Parents encouraged to actively participate in P&C and school based planning committees | Evaluation Plan | Products Coming Together – Greater parent understanding of learning, learning challenges and curriculum content Increased parent teacher collaboration. Development of a Community Action Plan for implementation in 2018. CLN – Productive, supportive, collegial group meeting on a regular basis. |
| Staff complete professional learning and demonstrate improved interactions with all stakeholders, measured through staff surveys Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content. Increased parent involvement in school (sign on book and surveys). Continued increase in number of families that subscribe to the skoolbag app Being an active member of the CLN group and achieving milestone, shared goals and projects. Analysis of 'Tell Them From Me' Survey to inform planning for 2018 | | | |