

# School plan 2015-2017

## Palinyewah Public School 3912



# School background 2015–2017

## School vision statement

We are committed to nurture and challenge students' intellectual and imaginative capabilities in a progressive and diverse learning community that is dedicated to delivering quality education.

We care for students with genuine respect, enlightened discipline and sensitivity. Student wellbeing is important and every student is valued and provided a safe, supportive and respectful environment in which to grow and develop.

We strive to maximise student potential and prepare students for future learning and beyond where they are empowered to contribute to society with fairness, tolerance, integrity and knowledge.

## School context

Palinyewah Public School is a small rural school located on the Darling river, forty five kilometres north of Wentworth. Mildura is our closest large centre which is located seventy kilometres from the school. Palinyewah Public School services the surrounding farming community located to the north of the school location.

Palinyewah Public School is classified as a P6 school with one teaching Principal and various part time support staff and teacher. The school has one multi-stage class, supporting eleven students.

Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents alike taking great pride in their school.

Our school community values education and enjoys regular parent contact and feedback.

## School planning process

To inform our planning for 2015 – 2017 parents were involved in processes to provide ongoing, regular and authentic feedback using a variety of strategies, including formal and informal procedures.

Parents were invited and attended information/sharing meetings. During these meetings consultative practice was in place where parents had meeting agendas prior to meeting times and all ideas were valued.

Parents were also invited to provide feedback and offer ideas using surveys and school based response questionnaires.

Outcomes of this communication resulted in the development of the following strategic directions:

\*High Expectations, Quality Learning

\*Quality Teaching, Building Capacity

\*Community Partnerships

# School strategic directions 2015–2017



**Purpose:**

To provide a high standard of education, with a holistic focus by delivering excellent and progressive teaching and learning opportunities for all students that inspire personal growth and achievement.

**Purpose:**

To provide excellent teachers who are committed to identifying, understanding and implementing quality teaching programs with an emphasis on evidence based teaching strategies. To promote a school culture where continued improvement and excellence are valued and supported.

**Purpose:**

To embed community and school network support of our students with a focus on equity, wellbeing and inclusive learning opportunities. To work together as a learning community to ensure our students 'achieve their personal goals and lead successful lives in the 21st Century.'

# Strategic Direction 1: High Expectations, Quality Learning

## Purpose

To provide a high standard of education, with a holistic focus by delivering excellent and progressive teaching and learning opportunities for all students that inspire personal growth and achievement.

## Improvement Measures

The school has an explicit, coherent and sequenced policy for curriculum delivery and assessment and reporting focusing on improving outcomes for students.

All students achieving their negotiated personal learning goals

## People

### Students

Develop the mindsets and capabilities of our students to analyse their overall learning progress and performance, to make informed judgements about their success and resulting pathway in their learning journey.

Understand the purpose of assessment and related learning needs to identify and articulate individual needs.

### Staff

Highly skilled staff who embrace progressive and quality educational practices to make student learning engaging, authentic and valuable.

### Parents/Carers

Engaged parents who are informed of the learning direction and progress of their children.

## Processes

Establish structures and procedures that include students in prioritising educational goals and promote self-motivated learners who value their education.

Professional development opportunities for staff focusing on personalised and differentiated learning for every student.

Encourage and establish a mindset that great learning happens differently for different individuals.

Establish regular schedules for parent involvement in curriculum planning and providing feedback.

## Evaluation Plan

The implementation and evaluation of the plan will be monitored and evaluated through the ongoing milestone process as well as student achievement of learning goals.

## Practices and Products

### Practices

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery of content.

### Products

The school has an explicit, coherent and sequenced policy for curriculum delivery and assessment and reporting focussing on improving outcomes for students

All students achieving their negotiated personal learning goals.

# Strategic Direction 2: Quality Teaching, Building Capacity

## Purpose

To provide excellent teachers who are committed to identifying, understanding and implementing quality teaching programs with an emphasis on evidence based teaching strategies. To promote a school culture where continued improvement and excellence are valued and supported.

## Improvement Measures

Staff use assessment and reporting processes to reflect learning.

Staff demonstrate ongoing growth against Professional Standards for Teachers and Principals aligned to the Performance and Development Framework.

Increase in the proportion of students in the top two NAPLAN bands to meet the Premier's Priorities

## People

### Students

High level of skills and knowledge to participate in differentiated and personalised learning opportunities.

### Staff

Staff demonstrate responsibility for maintaining and developing capabilities and achievement of professional standards.

### Parents/Carers

Deeper understanding of teaching and learning programs, assessment processes and knowledge of practices for student improvement.

## Processes

### Student

Engage in personalised learning and self-monitoring.

### Staff

School leaders actively promote and model a range of evidence based teaching strategies.

Professional learning goals reflect school plan priorities and attainment of Teaching Standards.

Parents establish family school reference group to discuss and prioritise educational directions for improvement.

## Evaluation Plan

The implementation and evaluation of the plan will be monitored and evaluated through the ongoing milestone process as well as evidence based data related to performance.

## Practices and Products

### Practices

The school staff are highly committed to continuous improvement and focus on knowledge and skills required to improve student learning.

The principal builds networked school relationships that supports leadership development including mentoring relationships.

The school collects consistent and evidence based data from internal and external sources, including comparison data based on continuum information and state expectations. Staff use assessment and reporting processes to reflect learning.

### Products

Staff demonstrate ongoing growth against the Professional Standards for Teachers and Principals aligned to the Performance and Development Framework.

Staff use assessment and reporting processes to reflect learning

# Strategic Direction 3: Community Partnerships

## Purpose

To embed community and school network support of our students with a focus on equity, wellbeing and inclusive learning opportunities. To work together as a learning community to ensure our students 'achieve their personal goals and lead successful lives in the 21st Century.

## Improvement Measures

Community satisfaction in schools strategic directions and performance is evident in survey responses.

Improved student outcomes reflected in evidence based data against the literacy and numeracy continuums.

School and wider community working together to assist in tackling childhood obesity reflecting the Premier's Priorities

## People

### Students

Understand the value of home, school and community partnerships.

### Staff

Demonstrated leadership capabilities to engage the school community

### Parents/Carers

Have a shared belief that parent contributions are purposeful, valued and beneficial to student outcomes

## Processes

Students are provided the opportunity to consult and contribute in a meaningful way to the school improvement agenda.

Staff establish and drive a strong improvement agenda for the school.

Staff builds partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

School goals, progress and achievements are systematically and regularly monitored and refined as required.

Parents are engaged in ongoing school planning and evaluation processes with an opportunity to contribute to future directions for the school.

## Evaluation Plan

The implementation and evaluation of the plan will be monitored and evaluated through the ongoing milestone process and a high level of consultation with key stakeholders.

## Practices and Products

### Practices

The school successfully fosters collaboration with key stakeholders in the development of cyclical community review of school priorities and policies.

Staff working collaboratively with school network to support improvement initiatives.

### Products

Community satisfaction in schools strategic directions and performance is evident in survey responses.

Improved student outcomes reflected in evidence based data against the literacy and numeracy continuums.