

School plan 2018-2020

Ardlethan Central School 1051



School background 2018–2020

School vision statement

Ardlethan Central School is a supportive, and dynamic environment where all students are encouraged to reach their potential. We embrace the small school environment that allows us to ensure every student is known, valued and cared for. We are engaged with purposeful and meaningful learning to grow and develop into independent and reflective learners. We build responsible, resilient and respectful citizens.

Our Community Our School Our Opportunities...

School context

Ardlethan Central School is a K–12 rural school in the Riverina Region, South Western NSW. Our aim is to deliver quality education and training that inspires all students to succeed. Students attain outstanding success in all areas, including cultural, sporting and academic pursuits.

Dedicated teachers and support staff create a supportive, dynamic learning environment for our students. Teachers receive ongoing professional development focusing on the latest teaching practices to deliver quality learning experiences to all students. Our professional and caring staff understands that each student is an individual and learns in a variety of ways.

A community of schools partnership program utilising shared staffing arrangements, the Riverina Access Partnership continues to extend students' academic, sporting, social and leadership opportunities.

The focus and strength of the school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

School planning process

In developing this plan the School has undertaken a wide consultation process involving the staff, students and community. The consultation has been both formal and informal and has been and will continue to be an ongoing process.

Staff have engaged with The Melbourne Declaration and from this gained a deeper understanding of the current reforms directing the changes in education. Staff have completed the Tell Them From Me survey and responses analysed.

The P&C has been consulted and informed and worked in conjunction with the staff to develop the strategic directions. P&C members have been led through the Melbourne declaration and what it means for students within our school and community.

Informal contact and conversations with parents who do not attend P&C meetings have been held.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Building Strong Relationships

Purpose:

To create a responsible environment where all members of our school community commit to holistic learning; building quality leadership skills to support innovation and sustainability across all areas.

STRATEGIC DIRECTION 2

Inspiring and Engaging
Learning

Purpose:

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students develop a strong Growth Mindset. Students will develop to be resilient and respectful learners.

STRATEGIC DIRECTION 3

Cultivating Wellbeing

Purpose:

To create a safe, effective learning environment where all members of the school community work together to develop positive, resilient and respectful relationships enabling students to connect, succeed and thrive.

Strategic Direction 1: Building Strong Relationships

Purpose

To create a responsible environment where all members of our school community commit to holistic learning; building quality leadership skills to support innovation and sustainability across all areas.

Improvement Measures

All students in self assessment will show improvement in their range of leadership skills and will be able to identify areas of strength and weakness.

100% of staff will engage in the Performance Development Plan process and demonstrate alignment of professional learning to teaching standards and the school plan.

100% of staff will be involved in a school team and teams will have specific action plans aligned to school plan.

People

Students

Students develop an understanding of leadership skill sets evident in a variety of settings. They develop self confidence becoming better learners and leaders in school..

Staff

Staff will develop the mindset and capacity to create a culture of on-going professional improvement across the school community.

Parents/Carers

Through community consultation parents become increasingly involved in the development of the school directions and plan.

Leaders

Leaders will develop a greater understanding of the accreditation process and support staff through the process.

Leaders to engage with the higher levels of accreditation and/or processes in the directorate that allow staff to build capacity.

Processes

School Representative Council

School Representative Council (SRC) organisation will be reviewed and redeveloped to incorporate more explicit teaching of leadership skills. Responsibilities within the SRC will be clearly delegated across stage groups to ensure all students are provided with leadership opportunities both within the school and within the community.

Inspired Teaching

To develop skills and understanding around collaboration, mentoring, coaching and teacher observation through the use of the online Australian Teaching Standards with these skills being reflected in staff Performance Development Plans

Stronger accountability measures for staff who attend professional learning to share their learning, linked to Australian Teaching Standards, at team and whole school staff meetings to enhance and develop the skill of all staff.

Building Team Culture

Existing and new teams will be developed based on School Plan and future focussed and will include action implementation plans using SMART principles, budgeting skills and accountability practices.

Evaluation Plan

Performance Development Plans with evidence of links to school plan and teaching standards.

Practices and Products

Practices

School Representative Council (SRC) will develop an action plan each year. Staff will support and guide the SRC to build leadership skills through the explicit teaching and demonstration of these skills.

Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

Demonstrating and building best practice and professional capabilities within and across Key Learning Areas's.

Products

Staff and students have purposeful leadership roles within the school and communitybased on professional expertise.

All staff at Ardlethan Central School engage in professional development that is, relevant, future focused and shaped by research, evidence and feedback to buildtheir capabilities as learners, teachers and leaders.

Strategic Direction 1: Building Strong Relationships

Processes

Teacher accreditation information and data.

Team and whole staff meeting minutes.

Action Implementation Plans for teams.

Improved and annually revised SRC constitution

Strategic Direction 2: Inspiring and Engaging Learning

Purpose	People	Processes	Practices and Products
<p>To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students develop a strong Growth Mindset. Students will develop to be resilient and respectful learners.</p>	<p>Students</p> <p>Students will develop a Growth Mindset. They will become resilient, resourceful and reflective learners with ever expanding career aspirations.</p> <p>Actively involved in Project Based Learning, developing entrepreneurial and executive functioning skills.</p> <p>Staff</p> <p>Professional development and peer mentoring staff will be able to use data and research based evidence to inform teaching and learning programs and inspire pathways for all students.</p> <p>Parents/Carers</p> <p>Develop a shared understanding with parents/caregivers of learning expectations. Provide opportunities in which collaboratively student/teacher/parent can work to achieve negotiated goals.</p> <p>Develop a greater understanding of future focused workplace skills.</p> <p>Leaders</p> <p>Identify programs and initiatives that are inspiring and encouraging of life-long learning for all students. They will support Staff in seeking change that will lead to improvement in learning outcomes where there is an expectation of improvement in literacy and numeracy standards through students becoming self-directed learners.</p> <p>Community Partners</p>	<p>Learning Culture</p> <p>Implementation and embedding in programs of HOW2Learn practices across the school.</p> <p>Develop staff and community knowledge of HOW2Learn processes and framework.</p> <p>Personalised Learning</p> <p>Personal Learning Plans are enhanced for each student and reviewed on a semester basis. Plans will include SMART goals set around student Literacy and Numeracy skills along with Career Aspirations. Mentors are established for each student and 3 way conferences undertaken at least once per semester. Regular student/mentor meeting times and protocols are established.</p> <p>Rural And Remote Career Initiative</p> <p>Development of a comprehensive and sustainable careers program K–12 that incorporates lifelong learning and executive functions. Developing high aspirations to improve educational outcomes for all students.</p> <p>Evaluation Plan</p> <p>Audit of current practice and knowledge of new and innovative programs/initiatives (HOW2learn) and an annual survey to reflect and evaluate on implementation and progress.</p> <p>Collect data on participation rates and accomplishments of programs and achievements.</p> <p>TTFM surveys</p>	<p>Practices</p> <p>Every student is actively and consistently engaged in learning that is meaningful and developmental and behaviour is of a high standard. (HOW2learn)</p> <p>Staff evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students. Quality Teaching elements will consistently inform the development of learning experiences for students.(Learning Intentions, School Values).</p> <p>Teachers use data to inform and differentiate their teaching and by tracking student progress on the learning progressions and to develop personalised learning plans. Teachers give and receive effective feedback.</p> <p>Products</p> <p>Students are able to articulate where they are in terms of their learning and are able to set learning goals to facilitate future learning. Staff and students can articulate the HOW2Learn philosophies in relation to their own learning journey and career aspirations.</p> <p>All students will achieve at least one cluster of growth on all aspects of the Literacy and Numeracy continuum's.</p> <p>Community has greater aspirations and expectations in terms of student's career pathways and a shared understanding of 21st Century workplace skills.</p>
Improvement Measures			
<p>100% of students have Personalised Learning Plans with SMART goals and career aspirations embedded.</p> <p>HOW2learn strategies embedded in Teaching and Learning Programs.</p>			

Strategic Direction 2: Inspiring and Engaging Learning

People

Increased community engagement will develop a shared understanding of the role community play in enhancing student educational success and opportunities.

Processes

Parent surveys

Strategic Direction 3: Cultivating Wellbeing

Purpose

To create a safe, effective learning environment where all members of the school community work together to develop positive, resilient and respectful relationships enabling students to connect, succeed and thrive.

Improvement Measures

Behaviour Matrixes are evident in all settings and annual audits ensures this.

Decrease in the number of behaviour incidents.

Improved attendance rates across all grades as measured through SCOUT data.

People

Students

Students will build the skills to develop positive relationships using the Positive Behaviour for Learning(PBL) matrix and a high expectations mindset and are supported by teachers, parents and carers to achieve them.

Staff

Staff support students to achieve positive outcomes. Students are taught to accept responsibility for their own behaviour, appropriate to their age and understanding of the school values of Respect, Responsibility and Resilience.

Parents/Carers

Parents will develop an understanding of the value and importance of student well being and positive relationships and its effect of student learning and will become active partners in developing and embedding a positive culture of learning across the community.

Leaders

Identify initiatives that support student and staff wellbeing within the Wellbeing Framework. Provide links for parents and carers to support services where appropriate.

Processes

Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning practices across the school.

Wellbeing Framework

Develop staff and community knowledge of aspects of wellbeing and the Wellbeing Framework and align policies

Staff Wellbeing

Focus on the wellbeing of staff through professional learning and the use of wellbeing tools to build a whole school culture of collegial support promoting wellbeing.

Evaluation Plan

Surveys

Positive Behaviour for Learning DATA

Attendance Data

Wellbeing Self Assessment

Classroom Observations

learning Support Team minutes

Practices and Products

Practices

Students have positive, respectful relationships with peers and teachers allowing them to connect, succeed and thrive.

Explicit behaviours and values taught and modelled within the Positive Behavior for Learning framework.

A school wide responsibility is evident for wellbeing through staff, student and community engagement.

Students and staff are self-aware, build positive, respectful relationships and actively contribute to the school and community

Products

Policies and processes will align to the Wellbeing Framework.

Evidence of increased active parent/carers involvement and community participation in all aspects of school life.

The school will have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.