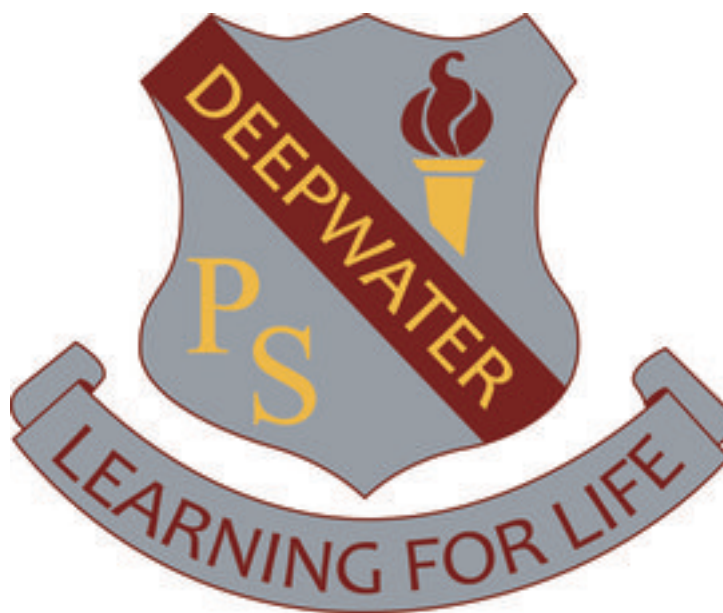


School plan 2018-2020

Deepwater Public School 1742



School background 2018–2020

School vision statement

At Deepwater Public School we provide educational, sporting, cultural and social educational opportunities that engage students to be successful and reflective lifelong learners.

Our strong literacy and numeracy pedagogy directly supports the Department of Education's Strategic Plan performance measures and goals.

We embrace the benefits of being a small school by providing opportunities for staff and students to achieve their personal best. These opportunities occur through the delivery of engaging and active learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently setting high expectations, delivering quality teaching and learning programs, developing effective and collaborative partnerships and participating in purposeful communication within a community of schools.

With the support and commitment from our local community, students are consistently encouraged to be proud and resilient learners and active and confident participants within our ever-changing, challenging world.

School context

Deepwater Public School is a small school in the Northern New England Region of NSW. The school is part of the Border Ranges Small Schools Learning Alliance and we regularly share educational, sporting, cultural, and social experiences with these schools.

Staff are highly innovative and dynamic, sharing a strong sense of professional collegiality and commitment to improving individualised student learning outcomes.

The Deepwater Public School Parent & Citizens Association aims to consistently improve school infrastructure and educational opportunities for our students. We work together to enable and encourage communication between parents and the school to create a strong and active school community.

The school provides education for students drawn predominately from the Deepwater township and surrounding rural areas. School structure consists of Kindergarten to Year 6 in multi-stage classrooms supported by an enthusiastic and active staff team..

Growth Mindsets, Visible Learning and Wellbeing Initiatives, including their core principles, are embedded throughout the schools pedagogy. Classroom teaching and learning programs are purposely designed to promote and sustain reflective future focused learners.

School planning process

The consultation process evolved in both a formal and informal capacity. Staff, students, parents and community members were all active contributors to the whole school planning process.

Consultation included:

- Daily conversations
- Surveys
- Meetings
- Parent and student feedback

All information gathered from these methods of consultation were used to identify our new key initiatives:

- Literacy and Numeracy
- Student Wellbeing
- Professional Learning

As an active school community, we support the Department of Education's goal that "Every student, every teacher, every leader and every school improves every year," through achieving our own strategic directions of:

"Motivated, successful and reflective future-focused learners."

"High performing and collaborative quality teaching and learning."

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Motivated, successful and
reflective future-focused
learners.

Purpose:

Support and develop responsible, motivated and reflective learners who are empowered to be successful academically, physically, emotionally and socially in an environment that nurtures, inspires and encourages learning for life.

STRATEGIC DIRECTION 2

High performing and
collaborative quality teaching
and learning.

Purpose:

Develop staff to deliver high performing and collaborative quality teaching and learning within a flexible differentiated curriculum underpinned by high expectations.

Strategic Direction 1: Motivated, successful and reflective future-focused learners.

Purpose

Support and develop responsible, motivated and reflective learners who are empowered to be successful academically, physically, emotionally and socially in an environment that nurtures, inspires and encourages learning for life.

Improvement Measures

100% of students demonstrating growth in literacy and numeracy.

100% student participation in educational, sporting, social and emotional opportunities.

100% increase in student's ability to identify and measure their success through visible learning.

(If growth in learning does not occur, the school will implement focussed learning programs to address any concerns)

People

Students

- actively participate, understand and develop a love of learning
- accept feedback in a resilient and reflective capacity
- develop an understanding of success criteria and assessment matrices and develop their ability to achieve against these
- identify achievements and use them to guide future learning goals
- will demonstrate a resilient growth mindset

Staff

- support students and staff in differentiated quality teaching and learning programs
- understand best practice in quality teaching and visible learning
- value opportunities to build skills, expertise and understanding of quality teaching and visible learning
- engage with professional learning and consistently improve practice in line with teaching standards

Parents/Carers

- support students in becoming motivated, successful and future focused learners to achieve learning goals

Community Partners

- embrace our "Learning for Life" philosophy and support school initiatives

Processes

Teaching and Learning

Implement data-informed differentiated quality teaching and visible learning.

Wellbeing

Commitment to high quality health and wellbeing strategies to foster motivated, successful and reflective lifelong learners.

Evaluation Plan

Pre and post survey data.

Learning intentions and success criteria.

Student work and assessment samples.

Multimedia analysis.

Classroom observation and feedback sheets.

Student reflection.

Practices and Products

Practices

- participate in professional learning related to deep understanding and effective application of the learning progressions to inform student progress
- implement learning intentions and success criteria to ensure access to the curriculum for all students
- implement strategic initiatives and growth mindsets to create a safe, supportive and nurturing environment

Products

- all students will demonstrate growth as measured by Learning Progressions (PLAN 2)
- students are able to successfully use learning intentions and success criteria to measure their growth
- positive student wellbeing improved through task completion as a result of engagement
- through alliances with like schools, optimise educational achievement that results in students having improved social skills, broader opportunities and the ability to become reflective and resilient learners

Strategic Direction 2: High performing and collaborative quality teaching and learning.

Purpose

Develop staff to deliver high performing and collaborative quality teaching and learning within a flexible differentiated curriculum underpinned by high expectations.

Improvement Measures

All staff understand and implement differentiated quality teaching and visible learning.

All staff confident in programming and delivering STEAM based learning opportunities.

All staff will confidently collect, analyse and use data to inform teaching and learning.

People

Students

- develop an understanding of success criteria and assessment matrices
- identify achievements and use them to guide future learning goals
- participate in inquiry-based learning with a positive and reflective mindset

Staff

- understand and value the importance of participating in professional learning
- implement new skills and collegially reflect on their practice
- embrace whole school systems
- value collegiality

Parents/Carers

- value high expectations and communicate this to their children

Community Partners

- embrace our "Learning for Life" philosophy and support school initiatives

Processes

Collaboration

Implement and embed opportunities for staff to network with our learning alliance and access broader professional learning.

Assessment & Reporting

Develop whole school assessment and reporting guidelines to ensure consistent teacher judgement and confidence in collecting, analysing and using data to inform teaching and learning.

Digital Technologies

Build staff capacity in digital technologies to deliver and embed STEAM based learning opportunities.

Evaluation Plan

Staff Professional Development Plans.

NESA Professional Learning Portfolios.

Agendas, minutes and records of collaboration with the Border Ranges Learning Alliance.

Staff program evaluations.

Classroom observation and feedback sheets.

Staff Reflection.

Practices and Products

Practices

- participate in reflective practice both formally and informally
- use a technology based collaboration tool to share, develop and evaluate teaching and learning practice
- build teacher capacity with the implementation of quality teaching and visible learning through professional development
- collect, implement and record consistent assessment and reporting practices
- build teacher capacity with the implementation of Digital Technologies and STEAM through professional development
- use technology as an accelerator for learning

Products

- innovative use of an available technology based tool to collaborate among the learning alliance
- up-skilled staff consistently set high expectations and increase students ability to identify personal success
- a culture of reflective practice
- a whole school assessment and reporting system
- teaching and learning programs that are data informed
- embedded practice in programming and teaching Digital Technologies and STEAM