School plan 2018-2020

Delegate Public School 1745

School background 2018–2020

School vision statement

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our everchanging and increasingly diverse local and global communities.

We achieve our vision through our values of Be a Learner, Respect, Responsibility and Safety.

School context

Our school operates in the context of a strong public education system. The NSW Department of Education purpose is:

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms. We have established our kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2018, the school has an enrolment of 41 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross–curricular and extra–curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

 The school has a small, but highly committed, P&C Association whose members are actively encouraged to be involved in school decision making inclusive of the school's self–evaluation processes, broad financial management decisions,decisions relating to capital improvements and school policy decisions.

School planning process

The 2018–20 School Plan has been centred on the key principles of the ***Melbourne Declaration***. We also identify key DEC Reforms namely – *'Great Teaching Inspired Learning'*, *'Local Schools Local Decisions'* *'Every School Every Student'* as means to direct our school plan.

- Reviewed 2015 – 2017 school plan and made notes for future directions. Communicated findings and recommendations to develop the school's strategic directions for the coming three years.

- In this planning cycle revise our vision statement and examine the school context with staff and school community.

- Develop SMART targets that are aligned with our school purpose, processes, practices, people and products informed by external as well as quality school data, analysis of the school learning environment, evaluation at all levels (whole school; classes and each student.

- Implement a comprehensive school improvement process to be undertaken across the school to review current practices and collect evidence, including student learning outcomes, tracking student progress, along with survey and forum data from staff, students and parents.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Differentiation ~ Quality Learning

STRATEGIC DIRECTION 2
Distinction ~ Quality Teaching

Purpose:

Differentiation ~ Quality Learning

Every student is engaged and learning successfully to prepare them for a rewarding life in a complex and dynamic society.

Provide equitable personalized learning in a differentiated quality curriculum based on rich and reliable data.

Purpose:

Distinction ~ Quality Teaching

Ensure the most effective evidence–based teaching methods are optimised so learning progress is for all students, across the full range of abilities. Teachers employ evidence–based effective teaching strategies.

With distinction, we foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.

Strategic Direction 1: Differentiation ~ Quality Learning

Purpose

Differentiation ~ Quality Learning

Every student is engaged and learning successfully to prepare them for a rewarding life in a complex and dynamic society.

Provide equitable personalized learning in a differentiated quality curriculum based on rich and reliable data.

Improvement Measures

Improvement Measures:

- Student attendance rate higher than the State average.
- Digital Portfolios ~ increase the use of digital technologies and apps as learning tools.
- Build the skills and capacity of teachers to integrate new syllabi that engage and challenge all students.
- Increased proportion of students in the top 2 NAPLAN bands. Our NAPLAN results indicate greater extension and higher expectations for those in the higher bands, inline with the Premier's Priorities.
- All students will demonstrate strong growth on all learning progressions and appropriate outcomes in Literacy and Numeracy.

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Differentiate their teaching to meet students' learning needs by providing targeted intervention in areas of literacy and numeracy.

Enable students to set, achieve and reflect on learning goals targeted to their needs.

Learning Support Team develops learning goals with student and teacher and support students in achieving those goals.

Community Partners

Work collaboratively with the school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Processes

Learning Culture

Focus on the delivery of differentiated and individualised learning. Increased learning support, intensive writing withdrawal groups and an integrated, project–based learning approach that caters for the diverse learning styles of students.

Processes established for the use of MGoals to construct and share Aboriginal students' PLPs (Personalised Learning Pathways). Staff and Aboriginal student parents use MGoals as a means to share and monitor PLP.

Curriculum and Learning

Students introduced to Seesaw and Google Classroom as means to collaborate and share learning.

Regular integration of technology to support research of information and presentation of learning.

Feedback to the students

Build student capacity to reflect on learning and be responsive to feedback by developing trust and a format to provide explicit, specific and timely formative feedback related to defined success criteria.

Assessment and Reporting

Establish student–led conferences and deliver greater information on student clusters as we move from the Literacy and Numeracy Continuums to the Learning Progressions within our school student reporting.

Practices and Products

Practices

Learning Culture

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

All Indigenous students have a Personalized Learning Pathway that is developed collaboratively with all stakeholders.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Curriculum and Learning

A new ICT skill taught as a group in each term and then embedded into classroom program for following term.

Middle School learning and assessment tasks are open ended, providing student choice and decision making, and integrate knowledge and skills across key learning areas. (Physical Literacy in 2018).

Student Performance Measures

Students track their own progress on the Writing Aspect of the Literacy Continuum/Learning Progression using Bump–it–up walls and 'I Can' statements to determine what they have achieved and what their next learning focus will be.

Community Engagement

Strategic Direction 1: Differentiation ~ Quality Learning

Processes

Student Performance Measures

Focus on *Visible Learning* to begin increased sharing of learning success and student progress through investigating the *Seesaw* App (digital portfolio).

Community Engagement

Establish a connection with local ATSI groups, to increase their involvement with the school.

Evaluation Plan

- Regular reporting against the milestones.
- Utilize the **School Excellence Framework** to analyse current performance in the **learning elements of** curriculum and learning and assessment and reporting.
- Monitoring of Programs each term.
- Analysis of student work samples.
- Closely monitor NAPLAN and school based assessment.
- Lesson observations.
- Evaluation of Performance and Development Plans.
- Feedback from staff and students through surveys.
- Attendance rates are consistently above State average.

Practices and Products

Increase focus on engaging our ATSI community. We focus on ensuring that they have access to traditional culture, which is not strong in their own families.

Products

Learning Culture

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback about teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

A student body of powerful thinkers who are building skills that will enable life–long learning.

Increased and consistent student attendance rate higher than the State average.

Curriculum and Learning

A digital portfolio item forms part of that semester's assessment.

Feedback and ongoing evaluation from staff and students indicate that Middle School engagement, learning and assessment are being achieved.

The students work through individual learning projects based on Genius Hour.

Strategic Direction 2: Distinction ~ Quality Teaching

Purpose

Distinction ~ Quality Teaching

Ensure the most effective evidence–based teaching methods are optimised so learning progress is for all students, across the full range of abilities. Teachers employ evidence–based effective teaching strategies.

With distinction, we foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.

Improvement Measures

Improvement Measures:

100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity. This will be reflected in observations, programs and student work samples.

Pre and post assessment practices for evidence of summative impact and be comparable from year to year for each student via PAT online.

100% of parents/carers attend at least one workshop, conference or interview as active partners in their child's learning each year

Documentation of teachers' annual performance and development plans.

People

People

Students:

Provide timely and respectful feedback to teachers about their learning experiences.

Staff:

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximize impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Build leadership and technology skills at all levels through authentic opportunities to lead the implementation of school projects and manage the associated resources required to attain desired products and practices.

Parents/Carers:

Engage in literacy and numeracy information activities around assessment and teaching strategies.

Positively support the school through funds for resources and classroom equipment.

Build capacity to best support their child's learning, behaviour and wellbeing at school and home.

Leaders:

Establish and improve processes which build the capacity of the school community

Processes

Learning and Development

- Justine Isard presenting Achieving a Purposeful 21st Century Learning Environment
- Learning Progressions
- New syllabus documents – PEHPD and Creative Arts
- Anti–Bullying; Anti–racism; Aboriginal Education and Multicultural Education Policies reviewed
- Wellbeing Framework/ Live Life Well
- Management of Actual and Potential Aggression (MAPA)

Data Skills and Use

Teaching staff undertake training in data usage and then use this in their on–going analysis of teaching and learning programs.

PAT online for Reading, Maths, Writing, Grammar, Punctuation and Language skills and results used to measure growth over time and plan for effective teaching.

Collaborative Practice

Teachers share criteria for assessment with students. Formative and summative assessments create opportunities for students to receive feedback.

Ensure Teacher Consistent Judgement (TCJ) by creating quality rubrics across the school to assess students writing (2018) samples.

Practices and Products

Practices

Learning and Development

Staff seeking professional learning that enhances student success, their teaching practice and whole school improvement.

Teachers can attend Professional Learning sessions that are aligned to our school plan and return to school and train other staff members.

Data Skills and Use

Each teacher collects, analyses and reviews data; both external and internal, to drive and differentiate teaching and learning practices.

Learning progressions will be the common measure across school.

Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment (2018 Writing).

Professional collaborations across the school including feedback and observation cultures.

Effective Classroom Practice

Embedded and explicit systems are used in the school to facilitate professional dialogue, classroom observation, modelling of effective practice and the provision of timely feedback between teachers.

Strategic Direction 2: Distinction ~ Quality Teaching

People

to support and engage in evidence–based practice and planning for school improvement, particularly relating to teaching and learning.

Processes

Effective Classroom Practice

Incorporate Bump–it–up walls in all classrooms to become part of student self–reflection and self–regulation.

Staff will develop expertise in the ongoing use of the Learning Progressions, identify next teaching step/learning goal and plan with syllabus expectations.

Continue our Scope and Sequence work of further new syllabus documents during this School Plan cycle.

Sustain quality teaching practice by implementing explicit systems for collaboration and feedback.

Leading: School Planning, Implementation and Reporting

In 2018 focus on School Excellence Framework, particularly as we prepare for the external validation process.

Evaluation Plan

- Analysis of Performance and Development Plans.
- Analysis of feedback following classroom lesson observations.
- Analysis of parent/carer attendance data following interviews, workshops and community events.
- Review of teaching and learning programs.

Practices and Products

Products

Effective Classroom Practice

Create a school–based Writing Guide based on Learning Progressions and the syllabus with work samples and assessment tasks to assist with consistent teacher judgements and student goals.

Leading: School Planning, Implementation and Reporting

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Feedback and ongoing evaluation from staff indicates that milestones are on track in achieving intended improvement measures.