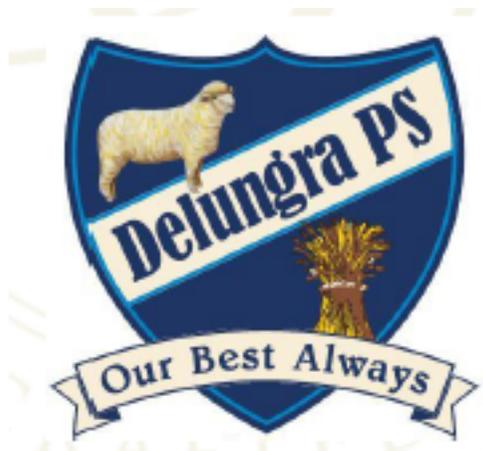


School plan 2018-2020

Delungra Public School 1747



School background 2018–2020

School vision statement

Our vision is to guide, inspire and challenge students to become confident, motivated, reflective and creative learners. The students of Delungra Public School will be provided with learning opportunities which will endeavour to prepare them for a rapidly changing world and the abilities to thrive in future learning and employment.

School context

Delungra Public School is a small school situated 38km west of Inverell on the Gwydir Highway. The student cohort is made up of students who live on farms in the local area or live in the village of Delungra. The students at Delungra Public School enjoy a wide variety of high quality learning opportunities in a safe, supportive and focused environment.

Delungra is classified as a rural and remote school. The students are given access to a wide range of opportunities that are not available in the township of Delungra.

There are two classroom teachers one of which is a teaching principal and one part time teacher. All teachers meet the professional requirements for teaching in NSW public schools.

School planning process

Delungra Public School has completed a detailed consultation and investigation process to inform, identify and plan our strategic directions, 5Ps and improvement measures. The following strategies were used to inform our planning:

- school practice review was completed by staff
- staff, parents and community member completed a survey
- community members were approached to evaluate the school
- Staff and P&C completed in a planning workshop
- Students participated in a planning to make our school better
- analysis of school based and external data
- studied the Melbourne Declaration on Educational Goals for Young Australians, School Excellence Framework, and NSW curriculum documents
- Review of student learning and school practice was conducted by Corwin Team

Through the above consultation process a list of needs or improvements was established. This was the basis for the logic modeling planning process conducted to establish to the school plan development. Initially 2 strategic directions were established. When these were reviewed it was decided that we needed to include a third strategic direction to best cater for the needs of our students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Consistent and high quality practices

Purpose:

To provide consistent high quality curriculum programs, teaching practices and administrative systems that underpin ongoing performance improvement throughout the school community to enable student learning.

STRATEGIC DIRECTION 2

Students as effective learners

Purpose:

To provide consistent school processes and strategies to guide, inspire and motivate students to become effective learners.

STRATEGIC DIRECTION 3

Wellbeing and community culture

Purpose:

To expand the school wellbeing framework to enable students to be engaged learners and make informed decisions about their health and wellbeing. To increase community participation in the school as promoters of learning.

Strategic Direction 1: Consistent and high quality practices

Purpose

To provide consistent high quality curriculum programs, teaching practices and administrative systems that underpin ongoing performance improvement throughout the school community to enable student learning.

Improvement Measures

The school is demonstrating growth on the School Excellence Framework in the areas of learning culture, curriculum, assessment and reporting.

The school is demonstrating growth on the School Excellence Framework in the area of management and processes.

People

Staff

Teachers have a clear understanding of how to effectively assess, monitor, analyse and plot students on internal and external data systems including learning progressions.

Staff

Teacher have a deep pedagogical and curriculum knowledge to inform teaching strategies, content and planning.

Students

Students endeavour to achieve high expectations identified in collaboration with teachers.

Parents/Carers

Access to quality feedback about students progress and strategies to enable them to support students learning at home.

Leaders

Work within clearly defined systems that facilitate continuity of service.

Processes

Administrative Systems & Processes

The school continuously evaluates its administrative systems and processes, ensuring that they underpin school improvement and the professional effectiveness of all school members, making changes when required.

Teaching Practice

Contiually grow a culture where expert teaching is unpinned by high expectations enabling every student to deliver their best and continually improve.

Evaluation Plan

The following sources of evidence will be collaboratively analysed and evaluated;

- school procedure and guidelines implementation evidence and staff feedback to assess consistency of practice and effectiveness
- staff, students parent and caregivers feedback/surveys to review systems and learning
- teaching and learning programs/ assessment for meeting the learning needs of the student and meeting DoE requirements
- NESA checklist to review school's compliance

Practices and Products

Practices

The school evaluates its administration systems and processes in order to ensure their effectiveness and make changes when required.

All staff are actively engaged in improving their own professional practice through high quality professional learning, engagement in professional networks and learning alliances, working collaboratively, observations and feedback.

Strong learning alliances with other schools to promote the professional discussion and collaboration to support effective teaching practice.

Products

Clearly defined administration systems and processes that support the professional effectiveness of staff.

Fully functional library that has a wide range of current resources for students and teachers that promotes learning.

Strategic Direction 2: Students as effective learners

Purpose

To provide consistent school processes and strategies to guide, inspire and motivate students to become effective learners.

Improvement Measures

All students articulate the characteristics of an effective learner and have a clear understanding of what they are learning, how they are progressing and where to next.

All students demonstrate growth on internal assessments and the literacy and numeracy learning progressions. If a student doesn't demonstrate growth a targeted intervention will be implemented.

People

Staff

Students will understand and be able to articulate what effective learning is. They will have a clear understanding of what they are learning, how they are going and where to next in their learning.

Staff

There is a consistency of understanding of the characteristics of an effective learner and how to support students to become effective learners.

Parents/Carers

Parents and caregivers understand what effective learners do and how to support their child/children to become effective learners.

Community Partners

The Sapphire City Community of Schools have processes for sharing and building educational practices to support effective learning throughout the community.

Students

Students will have a language of learning and engage in explicit learning conversations with teachers about their learning.

Processes

Effective Learners

Continually grow a culture where every student knows and demonstrates the characteristics of an effective learner.

Knowing about Learning

Develop and implement high quality teaching practices and processes to enable students' knowledge of what are learning, how they are going and where to next in their learning.

Evaluation Plan

The following sources of evidence will collaboratively analysed and evaluated;

- Corwin School Assessment to identify areas of growth and areas for improvements
- Classroom observations
- Effective learning assessments to identify students understanding of characteristics and ability to apply to their learning
- Literacy and numeracy progressions to identify areas of growth, areas for improvements and identify targeted support if needed
- internal school data to identify areas of growth, areas for improvement and identify targeted support if needed

Practices and Products

Practices

Students understand, define and use the characteristics of effective learners as they work towards identified learning goals.

Students can identify what they are learning, how they are going and where to next in their learning.

Shared whole school language of what is an effective learner.

Products

Clearly defined characteristics of an effective learner. A scope and sequence and lesson resources to guide the teaching of these characteristics.

Information booklet, posters and website information to explain characteristics of an effective learner for students, staff, parents, caregivers and wider school community.

Strategic Direction 3: Wellbeing and community culture

Purpose

To expand the school wellbeing framework to enable students to be engaged learners and make informed decisions about their health and wellbeing. To increase community participation in the school as promoters of learning.

Improvement Measures

Students are demonstrating growth on the wellbeing scale and on wellbeing knowledge assessment tool.

Demonstrate growth on the community engagement matrix.

People

Community Partners

Strong and effective relationships with local pre school, Healthwise, other community organisations and the community of Delungra to promote student learning and community wellbeing.

Students

Students are able to make informed choices to promote their wellbeing and the wellbeing of others.

Parents/Carers

Parents and caregivers are able to make informed choices about the wellbeing of themselves and their families.

Staff

Actively support students to understand that wellbeing learning is learning for living at school and beyond.

Processes

Student Wellbeing

Review and expand the whole school integrated approach to student wellbeing to enable students to make informed choices about their cognitive, emotional, social and physical wellbeing.

Healthy relationships/ Healthy lifestyles

The school engages in strong collaborative partnerships between students, parents and caregiver, community and organisations to build individual and collective wellbeing.

Evaluation Plan

The following sources of evidence will be collaboratively analysed to establish the progress that has been made, areas for improvement and to identify any targeted interventions necessary to promote wellbeing and learning;

- wellbeing scale
- wellbeing knowledge assessment tool
- community engagement matrix
- transition assessment tool
- P&C feedback
- students and family feedback

Practices and Products

Practices

Review of PD/H/PE syllabus and wellbeing evaluations to underpin consultative discussions with agencies to identify triangulated approach to student and community health and wellbeing.

Collaborative meetings with students, parents and caregivers to monitor and identify their learning needs and support they determine to promote wellbeing.

Products

Clear understanding of school, DoE and agencies services, priorities, roles and communication systems.

PD/H/PE scope and sequence and lessons reviewed and adjusted to reflect integrated approach towards health and wellbeing.

Genuine collaborative partnerships with parents and caregivers with a focus on life at and beyond Delungra Public School that include mechanisms for feedback.