

School plan 2018-2020

Drake Public School 1771



School background 2018–2020

School vision statement

At Drake Public School we provide educational experiences and opportunities that engage and motivate students to achieve their personal best, and become successful learners, and creative and confident individuals.

We believe every student has the opportunity to achieve their very best by being engaged in an active learning environment, in a safe, respectful and supportive school.

School context

Drake Public School is situated in an isolated rural setting, approximately 50km from Tenterfield. Drake Public School caters for children travelling more than 20km to school each day from surrounding properties. Drake Public School enrolments are transient and can vary throughout the year by up to 10 students.

The school is staffed by a teaching principal, and supported by additional teaching staff, and administration staff.

Drake Public School has an established Kitchen Garden Program, Music Program, and an Art Program to support student learning.

Drake Public School parents, community members and staff work in collaboration to promote student achievement through the provision of a wide variety of quality challenging educational programs and a strong network for all students.

School planning process

Various formal and informal processes were used to develop the school vision and strategic directions to ensure all stakeholders were given the opportunity in developing a shared vision and common purpose for the school.

This included:

- focus discussion groups, surveys, and discussions during monthly P&C meetings for parents and community members,
- students completing surveys and involved in focus groups in which they were able to discuss various school programs and activities,
- collaboration and consultation within the West of the Ranges and Border Ranges communities of schools, and utilising the School Excellence Framework to guide the planning process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Challenging, Engaging and Inclusive curriculum

Purpose:

To improve student learning through relevant, challenging and engaging learning experiences, in a differentiated learning environment that values individual student differences.

STRATEGIC DIRECTION 2

Develop Quality Leadership, Management and Professional Learning Practices

Purpose:

To ensure learning for all students is led by staff that continually develop their knowledge and skills to enable educational delivery of a high standard and shared professional practices.

STRATEGIC DIRECTION 3

Collaborative, supportive engagement with the school community and schools across networks

Purpose:

To build stronger relationships with the school community and with other schools across networks, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: Challenging, Engaging and Inclusive curriculum

Purpose

To improve student learning through relevant, challenging and engaging learning experiences, in a differentiated learning environment that values individual student differences.

Improvement Measures

An increase in the number of students achieving individual student learning targets in Literacy and Numeracy as detailed in Individual Student Learning Plans, with particular focus on students receiving LaST support.

PLAN2 data, school based data, and NAPLAN results provides evidence of increased student achievement in Literacy and Numeracy, with teacher survey data indicating the impact of collaboration with the IL to guide student learning.

Student self-assessment identifies an improvement in student understanding of learning targets and how learning targets can be utilised to improve learning.

People

Students

Students are encouraged and supported to take responsibility for their own learning are setting learning targets to ensure focused experiences and individualised learning.

Staff

Teaching programs contain evidence of differentiated learning experiences to address the needs of all students, and reflect current policies, programs and processes in order to maximise student learning.

Parents/Carers

Parents and Carers have an understanding of what their child is learning and demonstrate a commitment to strengthen and deliver on school learning priorities to support their child's learning.

Leaders

School leaders ensure teachers are supported through Professional Learning to ensure they are equipped with the best knowledge and skills to enable them to develop class programs to meet individual student needs and improved student outcomes.

Processes

Individualised Support

Implement, evaluate and consolidate support by LaST for students, including Aboriginal students, with results which indicate performance below expected stage outcomes, and/or below individual student learning targets, and/or below targeted bands in NAPLAN.

Individualised Learning

Continued implementation of Individual Student Learning Targets for all students.

Good Data, Good Practice, Great Results

Collaborate with the Instructional Leader (IL) as a Phase 2 Early Action for Success (EaFS) school, to provide direct Literacy and Numeracy support in the classroom. This includes utilising the Literacy and Numeracy Learning Progressions to record student progress on PLAN2, Revised Best Start Kindergarten Assessment and NAPLAN results to guide student learning and focus on individual student need.

Evaluation Plan

The school will analyse school-based and external assessment data to monitor, track and report on student and school performance.

Individual student progress reports distributed each semester which include descriptions of student's current achievements and areas for further development.

Practices and Products

Practices

High level of quality teaching and learning practices demonstrated and documented through teaching and learning programs, and evident in classrooms.

Continual and consistent collection and analysis of assessment data and evidence of student learning, to ensure teaching programs and individual learning targets are continually reviewed and adjusted to maximise student learning outcomes.

Literacy and Numeracy achievement for all students is recorded every 5 weeks using PLAN2, with the support and guidance of the Instructional Leader (IL).

Products

Performance for equity groups within the school is comparable to the performance of all students in the school.

PLAN2 data and school-based data indicate an increase in student achievement.

Strategic Direction 2: Develop Quality Leadership, Management and Professional Learning Practices

Purpose

To ensure learning for all students is led by staff that continually develop their knowledge and skills to enable educational delivery of a high standard and shared professional practices.

Improvement Measures

All staff develop individualised professional development plans, guided by *The Performance and Development Framework for Principals, Executives and Teachers NSW Public Schools*.

All staff are provided with ICT professional learning based on individual need and personal goals.

People

Staff

Teachers develop and implement individualised professional development programs to identify professional learning needs.

Leaders

Provide ongoing feedback and support all staff to ensure professional development goals are achieved.

Students

Develop understanding of the role of the student leader, the role of leadership, and the skills to be a great leader.

Processes

Quality Teaching, Quality Learning

Teachers and leaders develop a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluation, lesson observations and feedback.

Great Leaders, Great Results

All staff actively participate in various Professional Learning opportunities to support Strategic Directions as outlined in the school plan, and listed in individual staff Professional Development Plans.

Evaluation Plan

The school leader demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Practices and Products

Practices

Teachers demonstrate they are highly committed to the continuous development of their professional practice, through involvement in Professional Learning activities to expand their knowledge, skills and to improve current teaching practices.

High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment and improved learning outcomes for all students.

Development of student leadership through involvement with the Tenterfield High School Student Representative Council.

Products

Continued implementation of the *Performance and Development Framework for Principals, Executive and Teachers in NSW Public Schools*.

All staff develop their knowledge and skills to become confident and capable users of various technologies throughout the school. This will be evident in the use of ICT in class programs to support student learning.

Strategic Direction 3: Collaborative, supportive engagement with the school community and schools across networks

Purpose

To build stronger relationships with the school community and with other schools across networks, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Improvement Measures

Increase the number of parents/carers involved in school events and activities to 90%, including involvement in P&C events, assemblies and attendance at other events within the wider community.

An increase in the number of students achieving average attendance rates of 90% or more.

Continued implementation and annual review of the Positive Behaviour for Learning (PBL) Program in alignment with the *Wellbeing Framework*.

People

Students

Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.

Staff

Actively engage parents in the learning of their children, through involvement in parent/teacher meetings and conferences.

Parents/Carers

Strengthen the collaborative partnership with home/school/community to develop a deeper understanding of the learning opportunities available to all students.

Leaders

Establish active partnerships and work collaboratively with parents and community to ensure continuity of the learning for all students.

Processes

Safe, Respectful and Responsible students

Continued implementation of the Positive Behaviour for Learning program in alignment with the *Wellbeing Framework*, and school policies.

Developing 'skilled' students

Implementation of the *Rural and Remote Careers Initiative* through collaborative teams and collaborative practices within the Tenterfield schools network.

Evaluation Plan

Tell Them From Me surveys capture the views of students, teachers and parents, indicating that each is satisfied with all aspects of the school.

Practices and Products

Practices

Increase the number of parents/carers involved in school activities including involvement in P&C events, assemblies, and attendance at other events within the wider community, through regular communication in school newsletter, school website and Facebook.

Continued implementation of PBL in alignment with the Wellbeing Framework. Including the use of rewards sessions each term to reward students for Respectful, Responsible and Safe behaviours in addition to attendance rewards.

Implementation of Tell Them From Me surveys for students, parents and staff in Term 1 and Term 3., to gain an insight into student engagement and wellbeing and the impact of teaching practices.

Staff consult and collaborate with staff from the Border Ranges community of schools to plan and implement effective programs to support teacher professional learning and student outcomes.

Products

An increase in the number of students with attendance rates at or above 90% each term.

Attendance and participation of parents/carers in school activities is evident.

PBL implementation supports the implementation of the Wellbeing Framework to enable all students to Connect, Thrive and Succeed in all aspects of school life.