

School plan 2018-2020

Emmaville Central School 1838



School background 2018–2020

School vision statement

At Emmaville Central School we **dream** for well-rounded successful citizens. We **believe** with hard work and dedication that everyone will get there. Together we will **create** a safe, supportive and stimulating school where students are enabled to **achieve** bright futures.

School context

Emmaville Central School (ECS) caters for students K–12 in a rural community 42kms north–west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two hotels, a post office, a general store, a rural supplies store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town.

Emmaville Central School offers individualized learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students (primary and secondary) to use. In November 2017, 22% of students identified as ATSI.

Students are able to undertake Stage 6 studies at Emmaville CS. The majority of subjects are now delivered on site. Students have the ability to access distance education for subjects not delivered locally. With an increase in staff permanency and skill set, local delivery has recently increased further. In senior years, academic pursuits and vocational education are growing priorities. The secondary faculty recently received upgrades to trade training facilities for Construction, Metals and Engineering, and Hospitality.

Primary students are an area of focus with significant language, literacy and numeracy support needs.

In 2018, the school is supported by extra resourcing through Early Action for Success (EaFS), utilising the expertise of an Instructional Leader, focusing on students from Kindergarten to Year 2. School prioritised funding to ensure that there is a 3 class structure in the Primary department. This allows for small class sizes and smaller student to teacher ratio for quality teaching.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program. The schools Parents and Citizens Association manage this program.

School planning process

During Terms 3 and 4, extensive consultation was undertaken in order to review the school's three key strategic directions, and key improvement measures.

Further consultation with all staff occurred in 2017 by:

- Surveying staff to determine their priority areas
- Providing feedback to all stakeholders through the P&C and school/community newsletter.

A number of opportunities were provided for all stakeholders to give individual and group feedback on the three strategic directions. As a result, clear improvement and development areas have been identified. Staff have viewed our School Plan as a working document and will continue to alter this as our directions change.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

TEACHING: Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose:

Staff will have the skills to describe their students and identify those with additional support needs. Student needs will drive the programs delivered. Students will have differentiated learning across all areas (accommodations and learning adjustments). Staff will develop expertise at making differentiation's and ensuring reasonable accommodations and learning adjustments are planned and implemented.

Teachers will be highly engaged professionally in their own subject areas and value networks external to the school. They will be experts in their own teaching areas who are also excellent practitioners. High and reasonable expectations are made to reduce student stress & disengagement.

Staff will be committed to the school, students and each other with an understanding of the strength that comes from great teamwork. Staff will work together to assume a collaborative stance, working together to deliver a whole school vision to improve outcomes for every student. Teachers will model a growth mindset and as such, develop a culture which will extend to the wider community.

STRATEGIC DIRECTION 2

LEARNING: Successful student learners and leaders who are active global citizens

Purpose:

Our school culture will enable learning to lead at every level.

A growth mindset will be central to the setting of high expectations for all members of the school community. We will promote risk taking in learning and students who are not afraid of failure but embrace it as part of trying to be better. Our educational culture and learning culture will be emotionally safe and present a nurturing setting.

Teachers and students will have similar personal goals and leading will be expressed by their approach to self management.

We will develop 21st Century learners who are global citizens and embrace technology as part of our changing world.

STRATEGIC DIRECTION 3

LEADING: Enabling a self-sustaining and self-improving school community

Purpose:

The creation of a "high trust environment", will create an emotional platform for learning.

Transparency, explicit learning goals and principles of visible learning will be apparent in our school in all classrooms and all aspects of school.

Communication processes will improve so as to create better and deeper community relationships – including our website, newsletter & social media.

Strategic Direction 1: TEACHING: Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose

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Improvement Measures

Teacher EFT / enrolments – evidence of an increase of enrolments

Attendance comparison

Formative / Summative Assessment (NAPLAN, local assessment, exams)

Conduct survey on engagement &

People

Staff

- Both teaching and SAS staff who are skilled and versatile in their role.
- Teachers who are experts in their content area/field and who will adopt leadership qualities across K–12.
- Teachers and support staff will assume a collaborative stance – working together to deliver a whole school vision.

Community Partners

The wider communication of our whole school vision and the engagement of our community with this vision will enable a value add where-by learning is supported effectively from home.

Partnerships with employers, other agencies both NGO's and Government, will support our work at both lateral and vertical deeper community levels.

Students

We will assume a collaborative stance where individual recognition and programming with our students will allow us to work together to deliver a whole school vision, where all students achieve their personal goals whilst contributing to the wider school community culture(s).

Leaders

Our whole school will understand the value of leadership density and how it is the role of every person at school to assume and develop their leadership capacities.

Processes

Staff Development and Learning:

- Allow for the continued use of the PDP document.
- Professional Learning for staff and sharing this learning, skills and knowledge with colleagues.
- Collaboration between staff including across stage and faculty.
- Formal mentoring by instructional leaders, including peer feedback and observations.

Effective Classroom Practice:

- whole school collaboration to meet the needs of all students including facilitating networking
- teachers use explicit teaching techniques and strategies
- teachers provide quality and timely feedback to students
- whole school approach to classroom management

Professional Standards:

- Staff use a whole school approach when writing and adapting their PDP's with a common goal or focus that encompasses the whole school direction.
- Staff will be responsible for monitoring their own accreditation and professional learning, identifying their focus areas of development in line with their PDP's.

Evaluation Plan

- Lesson observations by peers and supervisors

Practices and Products

Practices

- Visitation to schools within the Community of Schools to gain inspiration.
- Using current research, AfL and visible learning strategies, release a team of staff to develop an ECS staff implementation continuum which allows tracking of professional growth and practice.
- Social and emotional PL for staff to understand the learning needs of students in our school context.
- Networks will be developed for beginning teachers with 'like-schools' across 'like-areas'. Utilise the VC system for regular contact. Staff will engage with the Community of Schools (Northern Area) for network and faculty meetings. Staff will share their Professional Learning with our school community. Secondary staff will increase local delivery of VET subjects.
- Staff have a common goal in their PDP that reflects the school direction of differentiation.
- Staff will communicate in a range of methods to one another and within the school community.

Products

- Staff that are working towards similar goals.
- Student engagement and academic outcomes will improve
- Networks will be in place that allow for information sharing
- Utilising the capability matrix.

Strategic Direction 1: TEACHING: Highly engaged and dynamic staff who are innovative and collaborative educators

Improvement Measures

collaboration

Tony Heart – Appraisal, Recognition & Moral Survey

Focus groups / team groups among staff

Staff sick leave register

Staff observations

Small data: the person is visible (but not named)

Sampling techniques (students and teachers)

Teach to teacher trust survey (Tony Bryk)

Baseline: (In Term 1, 2018)

– Asked for contribution from staff at meetings with no–very limited response.

– Observations on staff engagement in the community is low

Processes

- Mentoring time: Peer mentoring and executive mentoring
- PDP evaluation and review
- School based assessments: YARC, MultiLit, NAPLAN, PLAN, Continuum
- Gathering baseline data

Practices and Products

- Develop a scaffold around leading and learning (including utilising resources such as the Melbourne Declaration)
- Metalanguage within the school will be prevalent among staff and students.
- Communication between staff will be accurate and transparency will be evident. Communication structures will be in place and appropriate documentation will occur through identified methods (i.e. meeting minutes)
- A scaffold of visible learning will be in place for staff
- Outline of Professional Learning that addressed the Quality Teaching Framework will be in place across the whole school.

Strategic Direction 2: LEARNING: Successful student learners and leaders who are active global citizens

Purpose	People	Processes	Practices and Products
<p>Our school culture will enable learning to lead at every level.</p> <p>A growth mindset will be central to the setting of high expectations for all members of the school community. We will promote risk taking in learning and students who are not afraid of failure but embrace it as part of trying to be better. Our educational culture and learning culture will be emotionally safe and present a nurturing setting.</p> <p>Teachers and students will have similar personal goals and leading will be expressed by their approach to self management.</p> <p>We will develop 21st Century learners who are global citizens and embrace technology as part of our changing world.</p>	<p>Staff</p> <p>Teachers will promote a culture where all students can achieve to their potential.</p> <p>Model relationships and problem solving to and for the student group.</p> <p>Develop a sense of Team. Include students, parents & the wider school community in that team.</p> <p>Adopt methods that "work" ie: Visible learning, explicit teaching, individualised learning & approaches to wellbeing and relationships.</p> <p>Attend to the needs of 21st Century learners who understand the 4C's and other similar paradigms.</p> <p>Students</p> <p>Will be able to enact their own vision for themselves and have the tools necessary to navigate their own individual learning cycle.</p> <p>Become good citizens with a high "emotional intelligence", able to take their place in the world.</p> <p>Parents/Carers</p> <p>Understand what works for students at school and how they can support the learning process from home.</p> <p>Feel that they are genuine school partners with the capacity to approach the school and add to the education conversation legitimately.</p>	<p>Well-being:</p> <ul style="list-style-type: none"> • Whole school approach to well-being • Engaged students that have differentiated learning • Students care for their own well-being and the well-being of others. <p>Curriculum and Learning:</p> <ul style="list-style-type: none"> • Networks with other schools and organisations provide useful links to enhancing learning experiences • Successful transitions • Students and parents are involved in the planning process <p>Evaluation Plan</p> <ul style="list-style-type: none"> • The use of Sentral / ebs Central as a way of communication and tracking • Alteration of physical spaces: playground equipment, fences dividing primary/secondary boundaries, SLR shed • Improved communication through the use of social media – Radio 106.7 Gem FM/FaceBook/School bag app/SeeSaw app • Re-visiting staffing – SLSO model • Differentiation is evident in classroom practice. 	<p>Practices</p> <ul style="list-style-type: none"> • Students will be charged with leadership roles and responsibilities to promote their academic and civic growth – staff member appointed to the role of SRC structure & review. • Research strategies and processes school wide including: <ul style="list-style-type: none"> – Assessment for Learning (AfL) –Hattie / What Works Document –Early Action for Success (EAFS) –Formative and Quality feedback • School programmes will focus on student engagement, that in turn will enable educational experiences to be positive and successful. This will include: <ul style="list-style-type: none"> – Differentiated curriculum and Personalised Learning and Support Plans for all students K–12 – Three Stage classes in the primary to support individual student learning needs – Local delivery of Stage 6 and VET subjects – External programmes such as Mathletics, Wags the Dog, Clickview, Reading Eggs – Mutilit & MacLit <p>Products</p> <ul style="list-style-type: none"> • Value-added results • Student reports contained detailed information
Improvement Measures			
<ul style="list-style-type: none"> • SAMR research tool • Current activities and events taking place or what has taken place in our school in this reporting period. • Productive pedagogy – Civics & Citizenship • Differentiation is recorded and reported • Every student achieves expected growth on progressions as individual needs are being met. 			

Strategic Direction 2: LEARNING: Successful student learners and leaders who are active global citizens

People

Community Partners

Understand our cooperatively developed school vision and why their contribution is so important.

Feel positive that their role is acknowledged and valued.

Practices and Products

- Connections will be made with other schools to link around project based learning via VC and networks will be established.
- Excursion plan that is in line with the curriculum across K–12
- Explore an international connection for project based learning.
- Student led organisational teams
- Attend group leadership seminars with students, parents, teachers
- Solid student leadership structure.
- Student capacity matrix and brief role statements including a model (Jamie & SRC) that is research driven.
- Authentic acknowledgment.

Strategic Direction 3: LEADING: Enabling a self-sustaining and self-improving school community

Purpose

The creation of a "high trust environment", will create an emotional platform for learning.

Transparency, explicit learning goals and principles of visible learning will be apparent in our school in all classrooms and all aspects of school.

Communication processes will improve so as to create better and deeper community relationships – including our website, newsletter & social media.

Improvement Measures

Baseline:

- * Resistance to deliver at staff meetings
- * Resistance to attend PL
- * Communication methods currently occur through Sentral and emails.
- * Community relationships are limited

Map out matrix on each staff member

Tony Bryk survey – confidentiality (include all staff)

Data from the school website viewings

Records of staff meetings, coaching questions, team meetings.

People

Staff

Staff assume a personal responsibility to bring their "A" game with regards modelling professional relationships throughout the school day.

Students will benefit from staff who are cognizant of the nature of childhood, make allowances for learning and growing and maintain professional boundaries at all times.

The above will not preclude sensitive, good humoured and appropriate mentor relationships.

Teachers will understand what a "high trust" environment looks and feels like.

Teachers will recognise the "whole" child and adopt a "holistic view".

Students

Will understand that success is linked to and encompasses the ability to respect self and others.

Students will feel respected and so be able to give respect.

Students will have learning goals that are linked to their moral development in addition to their academic goals.

Parents/Carers

Parents will understand that a 21st Century learner must be able to understand social currency.

This is inextricably linked to the home

Processes

Educational Leadership

- Instructional leadership
- High expectations culture
- Performance management and development
- community engagement

School resources

- Staff deployment
- Facilities
- Technology
- Community use of facilities
- Financial management

Management practices and processes:

- Administrative systems and processes
- Service delivery
- Community satisfaction
- SeeSaw app

Evaluation Plan

By the end of the year, staff will deliver sustained sessions of PL in staff meetings

Staff will be encouraging and role modelling student leadership.

Team meetings will have been established and functioning well – a leadership group proforma will be developed and utilised.

Coaching questions will be used school wide.

ECS will be a visible part of a local area

Practices and Products

Practices

- Teachers will lead specific nominated projects, express leadership and model engagement in the whole school community.
- A full time English teacher employed on a temporary basis, enabling the Head Teacher –Secondary Studies to support the acquisition of reading, addressing the development of individualised programming and to develop teachers in the area of leadership and professional practice.
- The school will engage with the local Aboriginal community to foster a relationship and understanding of culture.

– A local Aboriginal parent will present to staff– outlining the importance of culture and cultural sensitivities in education. Staff will use their training to build a cultural focus group run by students.

- Establish a solid middle executive network in the Northern New England Region. (Community of Schools)

Products

- Staff will scaffold students to leading opportunities.
- Group leadership opportunities for students.
- Staff will be leading events and modelling leadership which will be evident in meeting minutes as presenting to colleagues.
- ECS will initiate a teaching teams approach to the development of leadership across the school

Strategic Direction 3: LEADING: Enabling a self-sustaining and self-improving school community

People

and what parents say.

Community Partners

We will engage will community partners who can support the development of our students with perspectives other than school or home.

Processes

network.

Practices and Products

community, including: student leadership, sport, extra curricular/VOR, wellbeing, learning & support

- Professional Learning around leadership for all staff
- Capacity matrix
- Staff contribute actively to community engagement including:
 - attending events / functions
 - establishing and maintaining professional partnerships/relationships with parents and the wider community