

School plan 2018-2020

Euabalong West Public School 1867



School background 2018–2020

School vision statement

Euabalong West Public School creates resilient lifelong learners through supportive and individualised quality education.

School context

In 2018, Euabalong West Public School has an enrolment of 23 students including 12 students that identify as Aboriginal. Our school is located on beautiful grounds in the township of Euabalong West. The school caters for families located in the township of Euabalong and Euabalong West as well as families located on farming properties. The school is located in the Central West of New South Wales approximately 170 kilometres from the regional centre of Griffith.

Euabalong West Public School is organised into one class, however, we have the opportunity to split into two groups for most Key Learning Areas. The staff are supported by an Instructional Leader through the Early Action for Success initiative. This targets early intervention in the area of Literacy and Numeracy but also is extended to Years 3–6 within our context. The school is committed to evidence based teaching and learning programs including Language Learning and Literacy (L3), Focus on Reading (FoR), Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Euabalong West Public School is an integral member of the Rural Innovative Educational Network (RIEN) of small schools. Through the RIEN the school participates in a variety of student activities including Spelling Bee competitions, debating and joint excursions to promote socialisation. The school is also a key member of the Lower Lachlan Primary School Sports Association and the Lake Cargelligo Small Schools Sports Group where students are able to join with local schools for swimming and athletic carnivals.

School planning process

We strive ourselves on involving as many stakeholders involved in the school planning process through meaningful activities.

Student Leaders conducted initial surveys with the school community (comprising of parents, grandparents and other community members) that focused on evaluative questions on what we do well and areas we could improve in. This same survey was presented to the student body and coordinated by School Leaders.

The Principal sought advice from a Principal, School Leadership (PSL) regarding the school planning process. The PSL conducted staff professional development in Term 3 2017 around the process of school planning and evaluation at the school. We continued to evaluate our current plan and new school plan in Term 3 and Term 4 of 2017 relating our evaluations to the School Excellence Framework (Version 1).

After identifying two key areas that would form our strategic directions another survey was conducted at the end of 2017 to further develop the improvement measures the community, students and staff expected of the school.

The Principal liaised with colleagues within the Rural Innovative Educational Network (RIEN) to collaborate regarding one of the strategic directions with elements of this direction being implemented within our own school plan.

The school continued to consult with community members who were interested in developing the plan further into 2018. A draft school plan was presented to the Director, Public School New South Wales in Term 1 2018 and a revised plan was presented to a Community Consultation Meeting in late Term 1 for revision and approval.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning & Teaching

Purpose:

To improve literacy and numeracy standards of students through high quality teaching practices that are evidence based and to develop a collaborative community of learning to promote lifelong learners.



**STRATEGIC
DIRECTION 2**
Wellbeing

Purpose:

To improve the wellbeing of all by working in partnership to ensure students, staff and the school community are healthy, safe and happy, enabling them to be effectively engaged in their learning.

Strategic Direction 1: Quality Learning & Teaching

Purpose

To improve literacy and numeracy standards of students through high quality teaching practices that are evidence based and to develop a collaborative community of learning to promote lifelong learners.

Improvement Measures

All students show growth and an increase of students showing higher than expected growth in literacy & numeracy utilising NAPLAN and school identified measures.

An increase of students are at or beyond their learning expectations measured through the Australian Literacy & Numeracy Learning Progressions.

Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AISTL) Self-Assessment Tool and in relation to the Performance Development Framework.

A sustainable collaborative practice system is embedded across the Rural Innovative Educational Network (RIEN) with all staff participating in meaningful collaborative practice.

People

Students

- Students will actively engage in their learning through meaningful assessment that will assist them to determine their learning progress.
- Students will regularly reflect and refocus their own personal learning goals with support of staff.

Staff

- All staff will actively engage in professional learning that enhances their understanding of evidence-based literacy and numeracy initiatives.
- All staff will utilise data collection systems to analyse the progress of student learning in literacy and numeracy and adapt their teaching.

Leaders

- Leaders will foster high expectations and a shared sense of responsibility for student success in all areas.
- Leaders will provide opportunities for all staff to engage in meaningful collaborative practice.

Parents/Carers

- Parents & carers will work in partnership to foster a love of learning.
- Parents & carers will participate in interviews involving students and teachers.

Processes

Quality Research-based Professional Learning

Staff engage in research-based professional learning to build the understanding and capacity of staff to collect, interpret, analyse and utilise data to develop differentiated learning and teaching programs to support students.

Reflective Practice

Students and staff engage in reflecting and evaluating on their own personal and professional learning goals. Staff support students using effective feedback.

Collaborative Practice

Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, team teaching and timely feedback between staff within the RIEN.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Data collection systems
- Learning & Teaching programs.
- Individual Educational Plans (IEP) & Personalised Learning Plans (PLP)
- MyPL records
- Professional Development Plan (PDP)
- AISTL Self-Assessment Tool

Practices and Products

Practices

- All staff analyses student assessment data to inform and differentiate their learning and teaching.
- All students and staff critically reflect and evaluate on all learning and refocus their personalised learning goals as required.
- Every staff member makes valuable contributions to the collaborative practices developed and embedded within the RIEN

Products

- Learning and teaching programs are data driven and differentiated for individual student learning needs that demonstrate syllabus content measured by program review and student work samples.
- Students can articulate their own personalised learning goals through self reflection. Staff reflect and evaluate on their teaching practice and refocus their professional goals accordingly.
- All staff collaborate with other schools to improve educational outcomes at our school.

Strategic Direction 2: Wellbeing

Purpose

To improve the wellbeing of all by working in partnership to ensure students, staff and the school community are healthy, safe and happy, enabling them to be effectively engaged in their learning.

Improvement Measures

Improvement in school attendance data, particularly for at risk students from 2017 baseline data.

A reduction of negative incidents involving students recorded on Sentral.

Increase of student, parent/caregiver and staff satisfaction in regards to student wellbeing compared to 2017 baseline data.

People

Students

- Students engage in the new whole school integrated approach to student wellbeing
- Students care and respect and contribute to the positive wellbeing of each other.

Staff

- All staff engage in a whole school integrated approach to student wellbeing.
- All staff support students in improving their wellbeing through a positive approach.

Leaders

- Leaders will support staff, students and the community in the implementation of a whole school integrated approach to wellbeing.
- Leaders will support staff in their wellbeing to ensure they feel supported in their roles.

Parents/Carers

- Parents & carers work in partnership with the school to empower their child/children to respect and care for others and themselves and to do their best in all aspects of school.
- Parents & carers engage with the whole school integrated approach to wellbeing to support their student(s).

Processes

Whole School Integrated Approach

Implement a whole school approach to wellbeing in which students, staff and the wider community can connect, succeed and thrive.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Analysis of Sentral/EBS:Central data
- MyPL records
- Feedback from stakeholders
- Internally conducted surveys
- Meeting minutes

Practices and Products

Practices

- A holistic school community framework to support the needs of student wellbeing.
- Engagement with the Rural Innovative Educational Network Learning and Support Team to support students, parents and staff to connect succeed and thrive.

Products

- A consistent evidence-based whole school practices that results in measurable improvements in wellbeing and engagement to support learning for students and staff.
- Enhanced wellbeing of students and staff as evidenced by surveys and a reduction of negative incidents.