

School plan 2018-2020

Eurongilly Public School 1883



School background 2018–2020

School vision statement

Eurongilly Public School endeavours to prepare our students for life outside of school in a changing environment. We strive for our students to achieve their full potential through quality teaching and learning. The goal is for our students to be engaged and proactive citizens who are able to engage with rigorous learning programs.

Eurongilly Public School: Educating, enriching and empowering students.

School context

Eurongilly Public School is a small isolated school that was established in 1918. The enrolment is drawn from the surrounding farming community with students also commuting from the township of Junee. Eurongilly is an active participant in the Ngumba–Dal Learning Community, strengthening Public Education within the Junee region. The school has 19 students enrolled and fosters strong community relationships and support. Our Aboriginal population is currently at 0%.

School planning process

Throughout the period of the previous school plan (2015–2017), our school collaborated with the Wagga Wagga and Cootamundra Networks to discuss and share current Department policies, new curriculums, reforms and frameworks that assist schools to achieve the best learning outcomes for students. This opportunity gave the school a guide as to what direction it should be taking in the future to achieve student learning outcomes. In the lead up to this 2018–2020 school plan, the opinions of parents, students and staff was sought to clarify the vision for our priorities and strategic directions. Through surveys, meetings, student learning results, a community consultation breakfast and informal discussions, we established a need for ongoing support of learning, ongoing refinement of school systems and practices and ongoing development of community connections. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community. These are; Excellence through Teaching and Learning, Excellence in Leading, and Excellence through Collaborative Partnerships.

It is important to note that the plan is a working document.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Personalised and
Transformative Learning

Purpose:

To further develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

To develop a stimulating and collaborative professional environment that builds the capacity of skilled and high performing staff within a culture of instructional leadership and high expectations.

**STRATEGIC
DIRECTION 3**
Excellence through
Collaborative Partnerships

Purpose:

To enrich strong relationships by leading and inspiring a culture of ongoing performance improvement within our community. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Strategic Direction 1: Personalised and Transformative Learning

Purpose To further develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.	People Leaders <ul style="list-style-type: none"> Facilitate the provision of learning environments that support engaging, student-driven and flexible learning spaces. Promote high expectations for learning and benchmarks of achievement. Staff <ul style="list-style-type: none"> Design and deliver teaching and learning experiences that encompasses the principles of 21st century learners. Focus learning around clear learning intentions and systems of goal setting for improved outcomes. Students <ul style="list-style-type: none"> Provide timely and respectful feedback to teachers on their learning experiences. Set learning goals in collaboration with teachers and parents. Parents/Carers <ul style="list-style-type: none"> Parents actively engage and work in partnership with the school to enhance the learning experiences of students. Community Partners <ul style="list-style-type: none"> Community partners enhance learning experiences for students through targeted collaboration projects 	
Improvement Measures Students demonstrate growth in reading, writing and numeracy, measured against learning continuums/progressions. Differentiation of curriculum delivery occurs within classrooms for students with identified needs. Teachers use data effectively to evaluate student understanding of lesson content. Class teaching and learning programs will show differentiation in English and Mathematics with a focus on personalised learning. Teachers identify and utilise effective differentiation strategies and utilise these to enhance individual student learning progress.	Processes <ul style="list-style-type: none"> Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Teaching and learning programs describe what all students are expected to know, understand and do. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, ensuring all students are challenged and all adjustments lead to improved learning. Evaluation Plan <ul style="list-style-type: none"> School based assessments, classroom observations, surveys, Learning Continuums (2018) and Progressions (2019–2020), PLAN and wellbeing assessment tools. Achievement of personalised learning goals. Analysis of individual learning plans. Analysis of teaching and learning programs. 	
	Practices and Products Practices <ul style="list-style-type: none"> Teaching and learning programs describe expected student progression in knowledge, understanding and skill, as well as identifying the assessments that measure growth. Every teacher differentiates curriculum delivery to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Every teacher facilitates systems of student reflection with goal setting and regular feedback. Partnerships with parents and students support clear improvement aims and planning for learning. Products <ul style="list-style-type: none"> Students are engaged and motivated to undertake all forms of learning through high skills and high challenge activities. Students are at or above expected benchmarks on Literacy and Numeracy continuums (2018) and progressions (2019 –2020). Students set goals and reflect on learning with a growth mindset. Explicit learning criteria (learning intentions and success criteria) are embedded into teachers daily practice. 	

Strategic Direction 2: Excellence in Teaching

Purpose

To develop a stimulating and collaborative professional environment that builds the capacity of skilled and high performing staff within a culture of instructional leadership and high expectations.

Improvement Measures

Students demonstrate levels of content creation and communication skills that reflect higher order models of learning.

Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all Key Learning Areas.

Growth targets are achieved for individual students using internal progress and achievement data.

Teachers provide increased opportunities for students to reflect and respond to feedback.

Teaching and learning programs are informed by summative and formative assessment, including the provision for effective feedback.

People

Students

- Students will be engaged and challenged in supportive and stimulating learning environments that foster quality teaching and learning and high expectations.

Staff

- Teachers consolidate and enhance existing knowledge and skills through rigorous, targeted professional learning activities, self-reflection and sharing of effective teaching strategies.
- Work collaboratively to build consistency in the delivery of best practice.
- Provide timely and respectful feedback to colleagues and students.

Leaders

- Drive systems for providing teachers with ongoing feedback and coaching around best practice.
- Facilitate professional learning opportunities for staff.

Community Partners

- Networks of schools collaborate to seek new ideas, share resources, foster positive relationships and promote high expectations for learning.

Processes

- Professional learning opportunities are provided and facilitated that build teachers' understanding of effective strategies in teaching literacy and numeracy knowledge and skills.
- Collaborative analysis of PLAN and SMART data so that teachers understand and explicitly teach literacy and numeracy at all levels of achievement, with success measured by improved student progress and achievement data.

Evaluation Plan

- School based assessments, classroom observations, surveys, PLAN, PDP goal development.
- Analysis of student work samples.
- Review of PL, mentoring and professional sharing.
- Learning continuums/progressions.

Practices and Products

Practices

- Collaborative evaluation of student learning data is an embedded practice to inform decisions, interventions and programs of learning.
- Teachers provide explicit, specific and timely feedback related to defined success criteria. This feedback supports improved student learning.

Products

- All teachers have the capacity to use assessment data to inform learning decisions, interventions and initiatives.
- All teachers use data to evaluate the effectiveness of management processes, and create a culture of shared accountability to achieve organisational best practice.

Strategic Direction 3: Excellence through Collaborative Partnerships

Purpose

To enrich strong relationships by leading and inspiring a culture of ongoing performance improvement within our community. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Improvement Measures

Teachers engage in professional learning targeted to school priorities and student needs across the learning community.

The school regularly seeks and addresses feedback of school performance from students, staff, parents and the community.

Increase in opportunities for collaboration and learning for staff & students across the Ngumba–Dal Learning Community.

People

Leaders

- Engage with the Ngumba–Dal and small schools learning communities to build capacity in quality planning, teaching, assessing and reporting in student learning.
- Facilitate and promote opportunities for positive community engagement.

Staff

- Communicate, collaborate and involve parents in the educational progress for students.
- Actively participate in school and community events.

Students

- Actively participate in their personal learning pathways.
- Communicate and share their learning with teachers and parents.

Parents/Carers

- Form active partnerships with staff at the school to further enhance and enrich the educational progress of students.

Community Partners

- Assume shared responsibility for the promotion of community connections between schools in the Ngumba–Dal learning community.

Processes

- School self–evaluation systems are embedded in the school planning cycle.
- Ngumba–Dal and small schools network projects focused on developing literacy and numeracy skills across the network of schools.

Evaluation Plan

- Feedback from staff, students and community partners through internal surveys, TTFM and school self–evaluation focus groups.
- Evaluation of school/learning community events and wider community involvement.
- Analysis of data on school culture and parental involvement.

Practices and Products

Practices

- Opportunities exist within the school community for all stakeholders to engage with planning and evaluation of school priorities aligned to the school plan and School Excellence Framework.

Products

- Streamlined, flexible processes exist to support parental engagement and satisfaction.
- Management practices and processes are responsive to school community feedback.
- Active partnerships within the Ngumba–Dal and small schools community create opportunities for visible learning PL and consistent teacher judgement in assessing literacy and numeracy development.