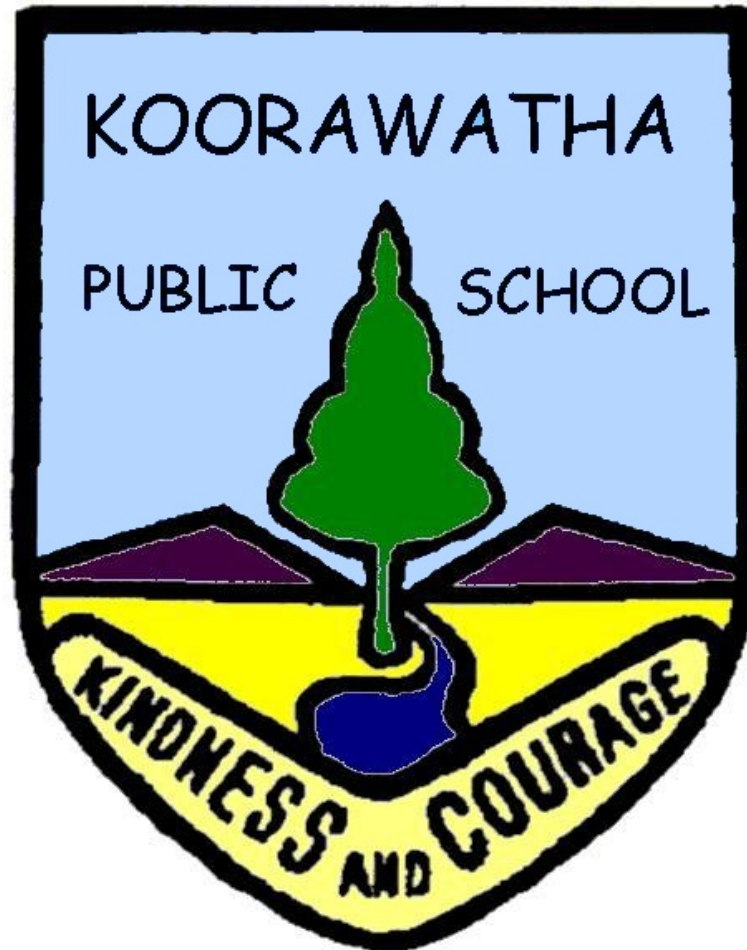


# School plan 2018-2020

Koorawatha Public School 2326



# School background 2018–2020

## School vision statement

Koorawatha Public School envisions creating a learning environment that builds students who are engaged, motivated, dream big and take ownership of their own learning. We will foster students who respect themselves and others.

## School context

Koorawatha Public School serves the community of Koorawatha in the Central West of New South Wales. The school has been a part of the community for 133 years.

There are 17 students enrolled at the school. Many of the students come from low socio-economic backgrounds, with isolation limiting their access to a wide range of experiences. Many students begin school with limited experience of pre-school. Twenty percent of the students are Indigenous.

## School planning process

Each year the school undertakes a rigorous review process and planning for the following year. This process includes input from all teaching and SASS staff, students, community members, the P&C and representatives of the local Wiradjuri families. Input is sought through Staff and P&C Meetings, Finance Committee Meetings, surveys and informal feedback from families and community.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Quality learning

**Purpose:**

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching

**Purpose:**

Passionate and skilled teachers inspire lifelong learning. Our purpose is to promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, staff are particularly focused on the integration of Literacy and Numeracy skills across the Key Learning Areas.

# Strategic Direction 1: Quality learning

## Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

## Improvement Measures

Every child gains a year's growth through a year's learning.

Improved levels of student wellbeing.

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving collaborative and communication skills to achieve their learning goals.

### Staff

Differentiate their teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy, Enable students to set and achieve their learning goals.

### Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving their goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs.

## Processes

### Curriculum and Learning:

Deliver quality students centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

### Personalised Learning:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and student access tailored support, extension or enrichment to maximise outcomes.

### Student Wellbeing:

Providing an environment to support student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

All data analysed collaboratively:

Student TTFM surveys (T1&T3)

Focus groups & internal surveys

Wellbeing Assessment Tool

Personalised Learning Data

Ongoing NAPLAN and PLAN2 Data

Internal students performance data

Classroom Observations.

## Practices and Products

### Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements, growth and gaps in students learning and inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

### Products

A student-centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning experiences.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

# Strategic Direction 2: Quality Teaching

## Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, staff are particularly focused on the integration of Literacy and Numeracy skills across the Key Learning Areas.

## Improvement Measures

All teaching programs demonstrate the use of evidence based strategies to meet the individual learning of students.

## People

### Students

Provide timely and respectful feedback to teachers on their learning experiences.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

### Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement (particularly relating to teaching practices)

## Processes

### Research Informed Pedagogy:

Draw on solid research to develop and collaboratively implement high quality professional learning practices.

### Evaluative Practice:

Strengthen the evaluative culture and practice to inform future teaching and learning.

## Evaluation Plan

All data will be analysed collaboratively.

What Works Best Reflection Guide Survey (T1)

PLAN2 Data (every 5 weeks)

Teacher, parent and student surveys (TTFM and Internal)

NAPLAN Data

Meeting minutes

lesson plans/teaching programs (each term)

Classroom observation data (each semester)

teacher reflections (pre and post)

## Practices and Products

### Practices

The use of data collection and collaborative evaluation is research informed and embedded into practice to inform decisions, interventions and initiatives..

### Products

The structures are in place for opportunities to collaborative plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent judgements about student progress.