

# School plan 2018-2020

Spring Terrace Public School 3093



# School background 2018–2020

## School vision statement

Spring Terrace Public School develops independent, lifelong learners who are well equipped to meet the challenges of an ever-changing world.

## School context

Spring Terrace Public School was established in 1869 in a farming community 12 km south of Orange. It is a two-teacher school situated in an idyllic country setting. The P&C and wider community provide great support to the school and value the academic and extra-curricular opportunities provided to their children. Each child in the school is seen as an individual and the curriculum is planned accordingly to cater for each child's needs. Commitment to learning is valued as is commitment to each other's success. Many opportunities are presented to students during their years at Spring Terrace including the chance to perform, compete and participate in sporting, arts and academic activities. The school promotes excellence and encourages each child to achieve their personal best. This is achieved by providing quality educational programs incorporating a range of resources including technology and the garden and kitchen in a supportive learning environment. Spring Terrace Public School belongs to the Orange Small Schools Association. Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports, science days and the OSSA Schools Spectacular. Spring Terrace Public School is a small school providing big opportunities.

## School planning process

All members of the school community contributed to the planning of our shared vision and future directions for the school.

The plan has been aligned to the Department of Education's strategic directions by consulting the School Excellence Framework. Teaching staff examined the 14 elements and determined areas of need.

The Principal and teachers involved in planning attended School Planning workshops and meetings.

Parents participated by means of a survey where they were invited to provide ideas about needs of their children during their primary years.

Discussions at P&C meetings were also held to discuss priorities.

Students were also surveyed to have their ideas heard.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Future –focused Learning

**Purpose:**

To develop a whole school approach to the delivery of quality, learning experiences and wellbeing for all students.



**STRATEGIC  
DIRECTION 2**  
Evidence Informed Teaching

**Purpose:**

To provide a stimulating and engaging environment for educators where evidence based practices are embedded into teaching and learning programs.



**STRATEGIC  
DIRECTION 3**  
Community Engagement

**Purpose:**

To provide leadership that supports a culture of high expectations and community engagement for sustained and measurable whole–school improvement.

# Strategic Direction 1: Future –focused Learning

## Purpose

To develop a whole school approach to the delivery of quality, learning experiences and wellbeing for all students.

## Improvement Measures

Every student achieves at least one years growth for a year's learning.

Improve levels of student wellbeing.

## People

### Leaders

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

### Staff

Differentiate their teaching to meet student's learning needs by providing purposeful, comprehensive teaching programs.

### Students

Articulate how they learn and develop their critical thinking, problem solving, collaboration and communication skills to achieve their goals

### Parents/Carers

Respond to surveys, develop learning plans with staff and students and support their children's learning and achievements.

## Processes

### Curriculum and Learning

Deliver quality student-centred and self-regulated learning experiences which enable students to achieve a years growth in a years worth of learning.

### Reporting

Review and refine the student reporting system so that it responds directly to teaching and learning programs, is customisable each semester and provides relevant information to parents.

### Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

Data will be analysed collaboratively:

- Internal surveys (students and parents)
- Individual learning Plans
- Ongoing review of NAPLAN, PAT and PLAN data.
- What Works Best reflection guide
- 360 survey
- Attendance
- Achievement of outcomes

## Practices and Products

### Practices

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Staff directly engage with parents to improve understanding of student learning and reporting. The school seeks feedback on its reporting from parents.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

### Products

A student-centred learning environment where all students are supported, challenged and receive timely and meaningful feedback on their learning to inform future direction.

All communication is personalised, comprehensive, provides clear and specific information about student learning and growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

# Strategic Direction 2: Evidence Informed Teaching

Purpose	People	Processes	Practices and Products
To provide a stimulating and engaging environment for educators where evidence based practices are embedded into teaching and learning programs.	<b>Students</b>  Provide feedback to their peers, parents and staff on their learning experiences.	<b>Explicit Teaching</b>  Implement evidence-based teaching that optimise learning progress for all students across a full range of abilities.	<b>Practices</b>  Staff employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled and students' learning improvement is monitored.
Improvement Measures	<b>Staff</b>  Maintain accurate records, documentation and assessment data to evaluate and adjust their teaching strategies.	<b>Data Use In Teaching</b>  Strengthen staffs ability to use student data to inform the teaching and learning cycle.	Staff use student progress and achievement data to identify priorities and plans for continuous improvement.
Staff use evidence informed teaching strategies.	Work collaboratively to ensure teaching aligns with practices that are shown through research to have high probability of success.	<b>Collaborative Process and Feedback</b>  Staff participate in professional dialogue, classroom observation, the modelling of effective practice and the provision of feedback through.	Staff collaborate to share and embed best practice promoting school wide improvement in teaching practice and student results within the school and across communities of schools.
Staff regularly use and analyse internal and external data to inform teaching and learning.	<b>Engage in professional learning around Visible Learning.</b>	<b>Evaluation Plan</b>  All data will be analysed collaboratively: <ul style="list-style-type: none"> <li>• Performance and Development Plan</li> <li>• NAPLAN test data</li> <li>• PAT test data</li> <li>• Numeracy continuum data</li> <li>• Internal assessment data</li> <li>• My PL records</li> <li>• Teaching programs</li> <li>• Lesson observations</li> </ul>	<b>Products</b>  Structures exist to collaboratively plan, reflect, improve and deliver evidence informed teaching.
	<b>Leaders</b>  Improve processes to build the capacity of the school community to engage in conversations about teaching and learning.		Staff understand, develop and apply a full range of assessment strategies including effective use of data to determine teaching directions, monitoring and assessing student progress and reflecting on teaching effectiveness.
	<b>Parents/Carers</b>  Support school assessment practices and in conversations about student progress.		Staff regularly engage in professional discussion and collaborate with colleagues and communities of schools.

## Strategic Direction 3: Community Engagement

### Purpose

To provide leadership that supports a culture of high expectations and community engagement for sustained and measurable whole-school improvement.

### Improvement Measures

Increased parent and community participation in the school.

### People

#### Staff

Staff engage with community in a positive and respectful manner.

#### Parents/Carers

Respond to surveys, have a voice in the and be involved in school programs where possible.

#### Students

Model positive and respectful relationships.

### Processes

#### Community Engagement

Strengthen school community relationships to enable meaningful participation within the school.

#### Evaluation Plan

All data will be analysed collaboratively

- Survey results
- Performance and Development Plans
- Attendance at school events

### Practices and Products

#### Practices

The school evaluates its administrative systems and its processes, ensuring that they are dynamic and delivering benefits to the school community.

#### Products

Positive and respectful relationships support a culture of shared responsibility across the school community.