

# School plan 2018-2020

## Stroud Public School 3125



# School background 2018–2020

## School vision statement

Within a culture of respect, care and equity, our learning community is committed to providing all students with the skills and knowledge to enable them to become confident, active and informed citizens now and in the future.

## School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences.

There are currently 86 students attending the school. Aboriginal students make up 3% of the school population. There are five teaching staff, three administration staff and one teaching principal.

The school works in close, professional and strategic partnership with a small schools collegial group and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to develop teacher quality and learning.

## School planning process

In 2017, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with data from parent and staff forums and survey data from staff, students and parents. The School Excellence Framework (SEF) was also used to determine our future directions.

After further consultation with the small schools collegial network, two key strategic directions were identified as a basis for a shared commitment to future developments across the schools. These are

- Inspired Learners
- Excellence in Teaching

The Stroud School Plan 2018–2020 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Inspired Learning

**Purpose:**

To engage all students in relevant and inclusive future focused learning activities to gain the skills required for life long learning – critical thinking, creativity, communication and collaboration.



**STRATEGIC  
DIRECTION 2**  
Excellence in Teaching

**Purpose:**

To develop the capacity of teachers to use explicit teaching and feedback strategies to improve student outcomes in Literacy and Numeracy.

# Strategic Direction 1: Inspired Learning

## Purpose

To engage all students in relevant and inclusive future focused learning activities to gain the skills required for life long learning – critical thinking, creativity, communication and collaboration.

## Improvement Measures

### Student Learning

Students show improvement in the development of future focused learning skills from 2018 baseline data.

Parents show increased engagement with digital portfolios from 2018 baseline data.

### Leadership and Curriculum

100% of teachers demonstrate increased confidence and effective skills in successfully delivering quality future focused learning.

## People

### Students

Students understand, articulate and apply the skills of future focused learning in a variety of contexts.

Student will be actively engaged in acquiring the skills needed to participate in future focused learning in a successful manner.

### Staff

### Leader

The principal will develop instructional leader capacity to drive whole school engagement in future focussed programs.

The principal will actively facilitate collaboration across the Collegial Network to enhance opportunities to support student engagement across all network schools.

### Teachers

Staff further enhance their abilities to successfully implement future focused technologies and learning in the classroom.

### Parents/Carers

Parents understand and support the importance of future focused learning through their engagement with digital portfolios of student work samples (SeeSaw).

## Processes

### Student Learning

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration including a future focused coding /robotics project.

### Leadership and Curriculum

School leader drives the development of teachers' capacity to develop and implement programs based on critical thinking, creativity, collaboration and communication.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Evidence sources will be collected and analysed across Collegial Leadership Network using both qualitative and quantitative data.

- Pre and post surveys and staff evaluations of PL
- Work samples, lesson observations, videos
- Completion of matrices
- Reflections by students and staff

## Practices and Products

### Practices

#### Student Learning

Students apply future focused learning skills in a variety of contexts as evidenced by pre and post surveys, work samples (digital and hard copy), skill matrices, reflections and lesson observations.

#### Leadership and Curriculum

School leaders facilitate whole school engagement in future focused programs evidenced by pre and post surveys, reflections and evaluation of professional learning.

Teachers build their capacity through engaging in and implementing targeted professional learning programs..

### Products

#### Student Learning

Engaged and self motivated learners who consistently apply future focused skills across the curriculum.

#### Leadership and Curriculum

Teachers are skilled at explicit teaching, developing student's skills in critical thinking, creativity, communication and collaboration.

# Strategic Direction 2: Excellence in Teaching

## Purpose

To develop the capacity of teachers to use explicit teaching and feedback strategies to improve student outcomes in Literacy and Numeracy.

## Improvement Measures

### Learning and Development

Lesson observations and reflections of Quality Teaching Rounds demonstrate improved explicit teaching skills and effective, targeted feedback evident in classroom practice.

### Effective Teaching Practice

The school moves from delivering to sustaining and growing in the School Excellence Framework V2 in the theme of literacy and numeracy focus.

## People

### Students

Students build skills relating to self directed learning.

Students understand the content, sequence and relevance of their learning.

### Staff

#### Leader

Leaders develop capacity of staff to effectively use evidenced based teaching practices. They develop a robust approach to reviewing pedagogy to ensure a consistently high-quality environment for learning across our collegial network.

#### Teaching Staff

Staff develop their capacity to use effective explicit instruction and feedback in literacy and numeracy.

#### Learning Support Staff

Support staff develop skills and knowledge that enhance their capacity to effectively support student learning in literacy and numeracy.

## Processes

### Learning and Development

Teachers engage in professional learning to improve whole school teaching practice. A culture of continual improvement is developed based around mentoring, evaluative practices and expertise led by the principal in collaboration with other schools.

### Effective Teaching Practice

Professional learning for teachers in the use of explicit teaching strategies to question, scaffold and assess students providing specific formative feedback within the context of well defined lesson structures.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each five weeks and evaluate achievement annually. Evidence sources will be collected and analysed across the Collegial Network using both quantitative and qualitative data..

- Quality Teaching Rounds, observations and reflections
- Pre and post staff and student surveys on explicit teaching and feedback
- Pre and post assessments incorporating the learning progressions when available

## Practices and Products

### Practices

#### Learning and Development

Teachers continually and collaboratively refine their classroom practice through professional reading, classroom observation, discussion, diagnosis, analysis and reflection using quality teaching rounds and monitoring of student assessment data.

#### Effective Teaching Practice

All teachers demonstrate explicit teaching practices including scaffolded lesson structures, student self talk, use of formative assessment, effective, targeted, immediate feedback as evidenced in teaching and learning programs, feedback tracking sheets, student work samples, student interviews and student outcomes on progressions.

### Products

#### Learning and Development

Whole school culture where continual improvement of classroom practice is evident.

An across school collaborative approach to teaching and learning.

#### Effective Teaching Practice

Consistent, school-wide use of explicit teaching skills and effective, targeted, individual feedback which is evident in classroom practice.