School plan 2018-2020

Stuart Town Public School 3127

School background 2018–2020

School vision statement

Stuart Town Public School is committed to creating a harmonious, positive environment, which is inclusive, engaging and supportive. The school staff are committed to developing individual strengths, a love of learning and the capacity to achieve through catering for each child's emotional, social and academic needs and development.

School context

Stuart Town Public School is a small rural school. It has a committed staff and curriculum programs focused on academic growth and development with an enrolment of 13 students. Our school has embedded digital technologies to support student learning. In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Stuart Town Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment.

School planning process

The writing of the school plan commenced in 2017 with a one day work shop on the structure and process to be used. After this workshop a survey was conducted to gather information from all key stakeholders on the success of programs already offered at the school and to seek direction for the school for the following three years. This information was correlated to formulate two strategic directions.

The directions are:

1. Student Learning and Engagement
2. Professional Practice to model and support Inclusive, respectful partnerships. These directions articulate the school's priorities over the next three years, and beyond, for quality teaching and learning,quality relationships and quality systems. Each strategic direction provides details of the purpose, people, processes, products and practices that are to be realised through the implementation of the plan ensuring a culture of educational and organisational excellence.

School strategic directions 2018–2020

Purpose:

Our purpose is to actively engage all students in meaningful and challenging educational experiences through personalised and differentiated learning programs. Our goal is to meet the standards as outlined by the Premier's Priorities relating to student educational improvement and wellbeing. We aim to support our students to become authentic, socially respectful, responsible citizens within their local communities.

Purpose:

Our purpose is to promote, build and sustain the professional learning of all staff members with a focus on data analysis and best practice.; and develop collaborative community partnerships between local small schools and interagency groups.

Strategic Direction 1: Student Learning and Engagement

Purpose

Our purpose is to actively engage all students in meaningful and challenging educational experiences through personalised and differentiated learning programs. Our goal is to meet the standards as outlined by the Premier's Priorities relating to student educational improvement and wellbeing. We aim to support our students to become authentic, socially respectful, responsible citizens within their local communities.

Improvement Measures

All students will be achieving stage appropriate learning outcomes in Literacy and Numeracy and demonstrate greater than or equal to growth in NAPLAN results.

Increased student engagement and wellbeing.

People

Students

Understand and demonstrate leadership skills.

Communicate respectfully within the school broader community.

Articulate how they learn and identify their future directions.

Staff

Explicitly teach students to set and achieve their learning goals.

Implement innovative practises and evidence–based approach to delivering future focused learning.

Systematically develop whole school wellbeing processes.

Parents/Carers

Collaborate with teachers and students to develop and engage with student learning.

Understand the wellbeing processes.

Leaders

Demonstrated capacity to deliver innovative practices.

Systematically develop whole school wellbeing practices.

Lead the monitoring and analysis of data to ensure identified need , growth and performance are evident.

Identifying and resourcing learning

Processes

Whole School Wellbeing

Develop, implement and evaluate a whole school approach to wellbeing.

Effective Learning Strategies.

Research best practice and explicitly teach students how to effectively learn with an emphasis on Literacy and Numeracy.

Collaborative Community Partnerships

Authentic Experiences

Initiate and implement authentic learning experiences beyond the classroom eg. STEM, annual excursions, canteen.

Evaluation Plan

All data will be analysed collaboratively.

- PLAN data (every 5 weeks)
- NAPLAN
- Attendance and participation
- Parent and Student Survey (Term1 & Term 3)
- Personalised Learning data.

Practices and Products

Practices

Students will show leadership and demonstrate positive, respectful relationship with peers, staff and local community.

Students articulate and track learning achievements identifying where to next with a focus on Literacy and Numeracy.

Products

Strategic and planned approach to address wellbeing processes that supports the school community.

Systematic scope and sequence for embedding authentic learning beyond the classroom.

Students will have Personalised Learning Pathways reviewed bi–annually in consultation with parents and goals are informed by progress through learning outcomes.

Strategic Direction 1: Student Learning and Engagement

People
opportunities beyond the classroom.

Strategic Direction 2: Professional learning and collaborative practice.

Purpose

Our purpose is to promote, build and sustain the professional learning of all staff members with a focus on data analysis and best practice.; and develop collaborative community partnerships between local small schools and interagency groups.

Improvement Measures

Increase the capacity of staff to use data to better inform best practice in their teaching and learning.

Increase the number of effective partnerships and learning alliances.

People

Students

Provide timely, effective and respectful feedback on learning experiences.

Staff

Implement and deliver best practice to inform teaching and learning programs.

Collaboratively learn and plan.

Analyse and interpret data to inform planning and modify teaching practice.

Explicitly teach students strategies to provide feedback on their learning.

Parents/Carers

Provide feedback on student learning experiences.

Community Partners

Develop sustainable community partnerships with a shared understanding of protocols.

Leaders

Establish processes to implement and monitor professional learning.

Design protocols for cross school collaboration and interagency engagement

Processes

Professional Learning

Collaboratively build staff capacity and expertise in the implementation of explicit teaching of Literacy and Numeracy; data analysis to inform and reflect on teaching practice; innovative practices including the use of technology.

Collaborative Partnerships

Develop and implement processes for collaborative partnerships and learning alliances to enhance student achievement..

Evaluation Plan

Teaching and Learning programs (termly)

Classroom Observations (termly)

Register of Interagency program and support.

Scope and sequence of authentic learning experiences.

PDP

Student survey/evaluation

Practices and Products

Practices

All staff analyse and interpret data to inform planning and modify teaching practice.

Staff demonstrate their expertise through their delivery of Literacy, Numeracy and Technology and trialling innovative practices.

Products

Explicit structures are in place to support collaborative professional learning within and across schools.

Strong, collaborative partnerships and learning alliances to further extend opportunities for students including access to inter–agencies.