School plan 2015 – 2017

Tooraweenah Public School - 3242

Student Learning and Engagement

Professional Practice

Inclusive, respectful partnerships
## School vision statement

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

## School context

Tooraweenah Public School with an enrolment of 28 students, is a small rural school with a committed staff and rigorous curriculum programs focused on academic growth and development. As a 21st Century school it 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. Tooraweenah Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

## School planning process

The writing of the school plan commenced in 2014 with a one day workshop 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 three strategic directions.

The directions are:

1. Student Learning and Engagement
2. Professional Practice
3. 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 (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan ensuring a culture of educational and organisational excellence.
School strategic directions 2015 - 2017

Purpose:
To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Purpose:
To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Purpose:
To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students’ engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.
**Strategic Direction 1: Student Learning and Engagement**

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important? To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.</td>
<td>How do we develop the capabilities of our people to bring about transformation? <strong>Students:</strong> Engage students in order to develop them as both learners and leaders; which instil the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.</td>
<td>How do we do it and how will we know? <strong>1. Building Community Values and Citizenship</strong> To create opportunities for all of our students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning, engagement and wellbeing. <strong>2. Creating Passionate Learners</strong> To sustain and develop programs in all Key Learning Areas with Literacy and Numeracy embedded in content. <strong>3. Providing Quality Curriculum</strong> To ensure all students have the opportunity to participate in meaningful teaching and learning that meet current DEC and BoSTES requirements.</td>
<td>What is achieved and how do we measure? To increase the number of students achieving in the top three skill bands in NAPLAN. To increase the number of students achieving expected growth between Year 3 and Year 5 in NAPLAN that is consistent with State averages. To maintain or increase students reaching expected reading benchmarks in the K to 2 class setting to 80%. Identified students have an up to date Learning Support Plan with Learning adjustments embedded in teaching and learning programs. <strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong> Staff demonstrate a sound understanding of the continuums, NAPLAN analysis and standardised assessments, reflected in documented teaching practice. High quality teaching and learning practices supported through programs, assessment, Performance and Development Framework and improved learning outcomes. Learning adjustments are reflected in modified teaching programs and support student progress in achieving outcomes. Expansion in extra curricula cultural activities.</td>
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| Improvement Measures | | |
|----------------------|---------------------|
| Increased numbers of student growth in NAPLAN by >10% between Years 3 and 5 as measured by three year Trend Data average. | |
| Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%. | |
| Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%. | |
| Increased student participation in extra curricula activities. | |

**Evaluation Plan**

- Student progression monitored twice per term through PLAN analysis and ongoing school based assessment in order to analyse student achievement in Literacy (Reading/Writing) and Numeracy.
- Analysis of student reward; suspension; behavioural; and attendance internal data sets.
- Participation in extra curricula activities.

**Improvement Measures**

- Increased numbers of student growth in NAPLAN by >10% between Years 3 and 5 as measured by three year Trend Data average.
- Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.
- Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%.
- Increased student participation in extra curricula activities.
## Strategic Direction 2: Professional Practice

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

### People

**How do we develop capabilities of our people to bring about transformation?**

**Staff:** Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning goals will be negotiated and implemented with teaching staff.

**Parents:** Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes. Parents are aware that teachers are engaged in Professional Learning within and beyond the school.

**Community partners:** Encourage staff to source external agencies to support the achievement of personal learning outcomes.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans, effective performance and development practices and DEC accountabilities.

### Processes

**How do we do it and how will we know?**

1. **Effective Pedagogical Practices**

   To promote, build and sustain the professional learning of all staff members, by creating systems for teachers to learn from each other in a variety of settings as an enabler for continual development; collaborative teamwork, shared purpose; and enhanced student outcomes.

   **Evaluation plan:**

   Regular meetings with staff to determine professional learning needs with formal and informal classroom observations and structured feedback sessions timetabled and evident.

   Tracking of staff attendance at Professional Learning events and evidence of professional learning embedded in classroom practice, with regular collegial professional sharing sessions timetabled and evident.

   Updated and current school policies, procedures and practices as required.

### Products and Practices

**What is achieved and how do we know?**

All teachers are aligned to the goals within the school plan; focus on collaborative planning and programming; Performance and Development Plans are constructed with evidence embedded in classroom and managerial practices.

Policies, procedures and practices reviewed annually or when necessary to promote a safe environment.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Professional Standards are articulated to all staff and an agreed Performance and Development Framework implemented aligned with Standards.

Proactive professional learning across the school support quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to school learning goals, system requirements, and professional career aspirations of staff.
Strategic Direction 3: Inclusive, respectful partnerships

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<td>To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.</td>
<td>Students: Engage students in student welfare programs, to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours.</td>
<td>1. Communication and Consultative Decision Making - To create two-way communication processes and opportunities which support active, frequent and culturally sensitive collaboration between school and community.</td>
<td>A supportive school community evidenced by increased numbers of community members attending P&amp;C and community events.</td>
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<td>Staff: Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.</td>
<td>2. Participation and Community Learning - To increase the number of parents engaging in community learning sessions and P&amp;C events/fundraising.</td>
<td>Increased student involvement in leadership opportunities and student voice throughout the school.</td>
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<td>Parents: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.</td>
<td>3. Wellington and Dubbo Small Schools (Macquarie Group) and Western Plains Partnerships - To create jointly planned professional learning activities for staff, students and parents across the network.</td>
<td>Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being &gt; 85%.</td>
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<td>Improvement Measures</td>
<td>Community partners: Strengthen learning alliances within and beyond our school to support school programs including: Indigenous, creative arts, enrichment, environmental, sporting, transition and other innovative initiatives.</td>
<td>Evaluation:</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Increased parent participation in the P&amp;C and school-home partnerships.</td>
<td>Leaders: Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the Dubbo and Wellington Small Schools (Macquarie) and Western Plains networks.</td>
<td>Regular monitoring of parent P&amp;C attendance data; home-school data; and other community event/fundraising data, throughout the year.</td>
<td>A positive culture of learning exists across the school among students, staff and parents.</td>
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<td>Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.</td>
<td>Annual school survey measurement of school culture; environment; and satisfaction levels.</td>
<td>Timely and respectful communication occurs between students, staff and the community.</td>
<td>Regular combined Dubbo and Wellington Small Schools and Western Plains network professional learning and capacity building meetings and networks for leaders, students, teachers and parents.</td>
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<td>Welfare Policy and Procedures reflect a positive school culture.</td>
<td>There is evidence that the learning community partnerships are being successfully implemented, adequately resourced and are sustainable.</td>
<td>Quality Kindergarten and Year 6 Transition programs operating within Tooraweenah community learning partnerships.</td>
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