

School plan 2018 – 2020

Adelong Public School (1009)





School vision statement

Knowledge is Gold!

In partnership with parents and the wider community, we support each student to *develop a strong sense of wellbeing*. We are committed to *equity for all*, showing compassion, respect, understanding and inclusiveness, regardless of background or ability. We encourage our students to learn to solve problems, take responsibility, develop resilience, and care for one another.

School context

Adelong Public School, in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality, to equip our students for the future.

Adelong Public School is a small rural school located 25 km south of Tumut. The school has been in operation for over 150 years and has an extensive history with the local community.

Today, the school continues to serve families from Adelong and the surrounding area. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students. There were 73 students enrolled for 2018.

The school structure consists of three cross-stage classes. Permanent staff consists of a principal, two classroom teachers, and school administration manager. Part-time and temporary staff consists of a learning support teacher, teacher librarian, school administration officer, general assistant, and two school learning support officers.

The school reflects student centred-learning and emphasises programs based on the students' individual needs and the development of the whole child.

School planning process

Our school planning process has sought the input from key stakeholders; including the P&C, Community Partners, Parents, Students and Staff.

In late 2017, processes were undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform priorities for the 2018-2020 School Plan.

This jointly constructed school plan acts as a working document to drive school improvement.



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the schools educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework



Purpose:

To enhance our collective capacity to improve student engagement and learning through focused professional learning and development.

Purpose:

To produce effective evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities.

Purpose:

The school and community work collaboratively together to allow students the opportunities to live, learn and grow, developing strong affiliations and personal connections to their community whilst adhering to the core values of respect, safety and responsibility.

Strategic Direction 1: CAPACITY: Excellence in teaching and leadership

Purpose

To enhance our collective capacity to improve student engagement and learning through focused professional learning and development.

Improvement Measures

- ❖ Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions.
- ❖ Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs.
- ❖ All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.

People

Staff:

Engage in professional learning to build staff capacity to utilise a broad range of teaching and learning strategies including ICT's to personalise learning and maximise student engagement and outcomes.

Leaders:

Use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

Parents:

Will be more engaged in creating a collaborative approach to educating the whole child through an increased understanding and involvement in school programs.

Processes

Provide systematic, personalised professional learning that is relevant, future focused, research based.

Leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

Provide collaborative performance development and efforts to continuously monitor improvement.

Evaluation Plan

Facilitate teacher understanding of literacy and numeracy progressions and use of PLAN2 software to enhance student achievement.

Establishment of protocols relating to consistent teacher judgement.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage.

Products and Practices

Product

Improved student learning outcomes as demonstrated by increasing the percentage of students achieving expected growth in internal and external assessment processes.

Product

All teachers demonstrate professional growth against one focus area of the AITSL standards.

Practice

Staff and leaders effectively collaborating to enhance program implementation and student learning outcomes.

Practice

Teacher using the AITSL standards as the basis for professional discourse, professional learning and building individual and collective capacity.

Practice

Pedagogies that enhance personalised learning and maximise student growth.

Strategic Direction 2: CURRICULUM: Challenging, engaging and inclusive curriculum

Purpose

To produce effective evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities.

Improvement Measures

- ❖ Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.
- ❖ Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- ❖ Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve.

People

Students:

Demonstrate a deep understanding of the required content and skills of the curriculum.

Staff:

Develop capacity to differentiate the curriculum to provide a challenging and inspiring environment using a range of strategies including integrating ICT into the curriculum.

Parents:

Develop increased knowledge of content, skills and school programs to enhance their capacity to support student learning at home.

Leaders:

Ensures implementation of syllabus and associated assessment and reporting processes that meet NESA and Department of Education requirements, forming a sound basis for student learning.

Processes

Professional learning about curriculum, assessment and reporting through staff development days, external and school based TPL and the use of external expertise.

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Enhanced technology for learning platform to integrate ICT into the curriculum.

Evaluation Plan

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

Products and Practices

Product:

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.

Practice:

Every student is actively and consistently engaged in learning that is meaningful and developmental.

Product:

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Practice:

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programming and reporting.

Strategic Direction 3: CULTURE: Enhancing our culture of care, respect and enrichment

Purpose

The school and community to work collaboratively together to allow students the opportunities to live, learn and grow, developing strong affiliations and personal connections to their community whilst adhering to the core values of respect, safety and responsibility.

Improvement Measures

- ❖ All teachers successfully implementing Positive Behaviour for Learning, instilling the core values.
- ❖ Greater participation and knowledge of schooling processes by parents within the school context.
- ❖ Implementation of streamlined, flexible processes to deliver services and information to support parental engagement.

People

Students:

Develop a broad understanding of behaviours, attitudes and expectations needed to successfully participate within and across the school community.

Staff:

Engage in mentoring with a focus on teacher capacity to develop and maintain student wellbeing.

Engage in professional learning opportunities for Live Life Well @ School to promote a healthy lifestyle.

Parents:

Develop trust and understanding of school structures and routines.

Work in collaboration with the school staff to ensure the success of the school's wellbeing approach.

Processes

Implement Live Life Well @ School (LLW@S) to further develop students' fundamental skills through a whole school program.

Strong transition programs for entry into primary school and high school.

Develop and improve modes of communication from school to home including the use of social media.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Evaluation Plan

Students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Monitor parent involvement and attendance at school events and information sessions.

Increased links established within the community – pre-school and businesses.

Products and Practices

Product:

A well-managed welfare program that caters for the needs of students K-6

Product:

Data from surveys (students, staff and community) and positive feedback from parents indicates the effectiveness of the Welfare Program.

Product:

The wider school community is actively engaged in the governance of the school.

Practice:

The school consistently implements a whole-school approach to wellbeing that has clearly defined behaviours, expectations and creates a positive teaching and learning environment.

Practice:

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Practice:

Information sessions and workshops are ongoing responding to the needs of the community.