School plan 2015 – 2017

Stuart Town Public School - 3127
Stuart Town Public School

Stuart Town 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 and academic needs and development.

Stuart Town Public School is a small rural school and has a committed staff and rigorous curriculum programs focused on academic growth and development with an enrolment of 12 students. 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. Stuart Town 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.

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.
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; 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

**Purpose**

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 students as both learners and leaders; instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**People**

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

**Students:** Engage students in order to develop them as both learners and leaders; instil the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**Staff:** Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes.

**Parents:** Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children's learning through participation in classroom/school and parent information sessions.

**Community partners:** Develop the capacity of external organisations or agencies to work collaboratively with the school to enrich and extend curriculum programs.

**Leaders:** Develop capacity to analyse and communicate whole school data, focused on monitoring and processing whole school growth and performance.

**Processes**

How do we do it and how will we know?

1. **Building Community Values**
   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.

2. **Creating Passionate Learners**
   To sustain and develop key programs including – Cluster data in literacy and numeracy continuums; Language, Learning and Literacy (L3); whole school Literacy approach and Welfare programs through the provision of specific feedback related to student performance.

3. **Providing Quality Curriculum**
   To ensure all students have the opportunity to participate in meaningful teaching and learning that meet current DEC and BoSTES requirements.

**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 sheets.

Participation in extra curricula activities.

**Products and Practices**

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 percentage of students reaching expected Reading Benchmarks in the K to 2 at 100%.

Identified students have an up-to-date Learning Support Plan with learning adjustments embedded in teaching and learning programs.

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

Staff demonstrate a sound understanding of the continuums, NAPLAN analysis and standardised assessments and this is 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 and cultural activities.

**Improvement Measures**

Increased numbers of student growth in NAPLAN by >20% between Years 3 and 5 as measured by student growth Data.

Increased the number of students achieving expected growth on the Literacy and Numeracy Continuums by at least 8%.

Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%.

Maintain 90% 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.

**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 setting, as an enabler for continual development, collaborative teamwork, shared purpose, and enhanced student outcomes.

   **Alignment of Current Policies**
   Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BoSTES and DEC guidelines.

   **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>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
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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>Improved 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 (WEDU) Partnership - 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>
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<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>Regular monitoring of parent P&amp;C attendance data, home-school data, and other community event/fundraising data, throughout the year.</td>
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<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>
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<td>Welfare Policy and Procedures reflect a positive school culture.</td>
<td>There is evidence that the schools learning community partnerships are being successfully implemented, adequately resourced and are sustainable.</td>
<td>Regular combined Dubbo and Wellington Small Schools network professional learning and capacity building meetings and networks for leaders, students, teachers and parents.</td>
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<td>Quality Kindergarten and Year 6 Transition programs operating with nominated schools.</td>
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