

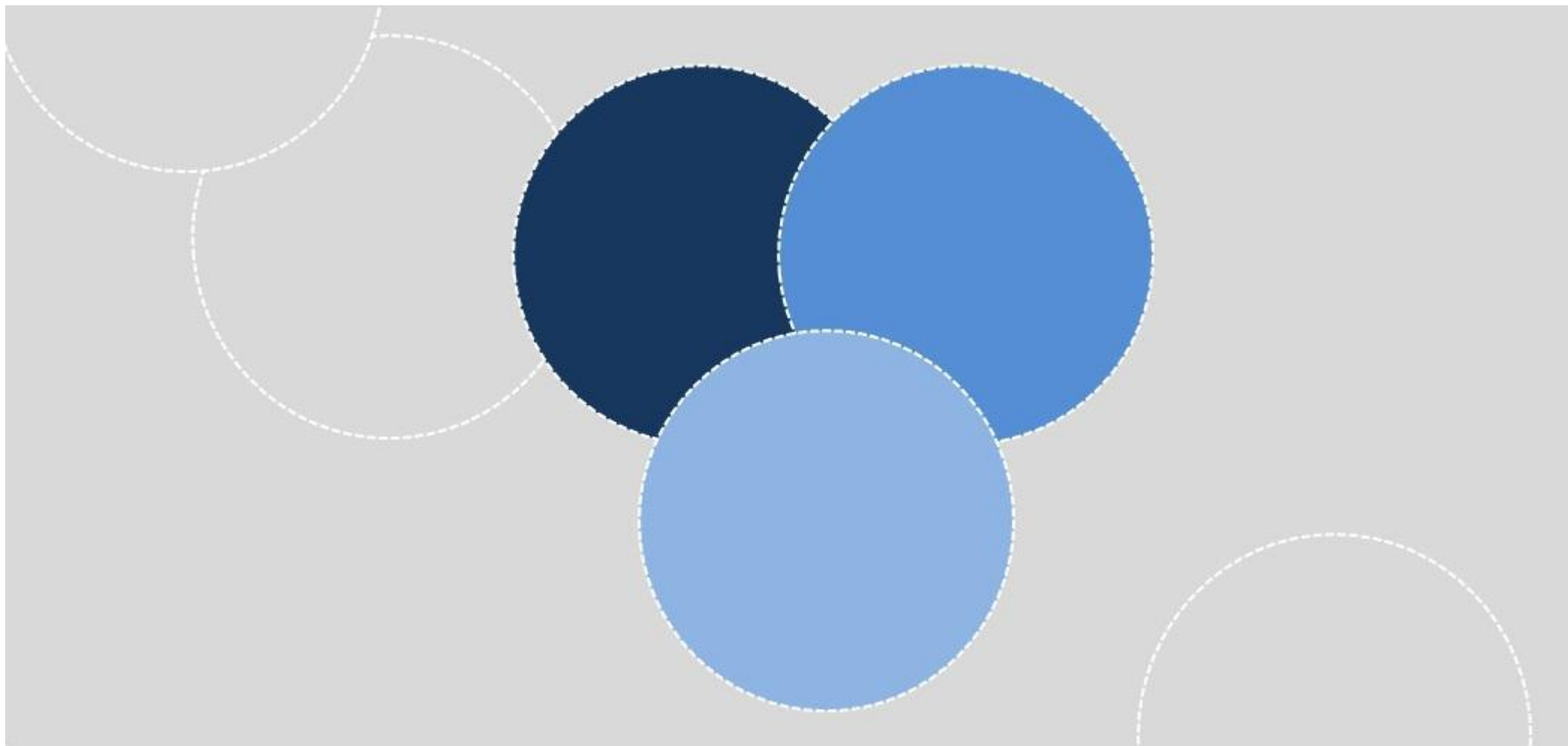


Education &
Communities

Public Schools NSW

School plan 2015 – 2017

Stroud Road Public School



School background 2015 - 2017

SCHOOL VISION STATEMENT

We want all students at Stroud Road Public School to achieve the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges they will encounter in the future. We will equip them for the rapidly changing world with critical thinking skills, global perspective and the core values of respect, responsibility, tolerance, inclusion, and excellence.

SCHOOL CONTEXT

Stroud Road Public School is a small rural school on the traditional land of the Worimi people. Stroud Road is situated 8 kilometres from Stroud and 40 kilometres south of Gloucester on The Bucketts Way.

The school is set on well-maintained grounds and caters for students from Kindergarten to Year 6. The school has one full time Teaching Principal and a current enrolment of 12 students. Students come to school from homes based in the township of Stroud Road and from rural holdings in the surrounding area. Stroud Road Public School enjoys strong positive relationships with parents, care-givers and the wider community. The school hosts many functions throughout the year, which are well supported and much appreciated by the community.

The school prides itself on providing for each student with individualised programs. These programs take into account the academic, physical, social and emotional needs of each child.

The Stroud Road Public School community works together to provide a safe, happy and supportive environment where quality education builds a solid foundation for future growth and success. Students develop confidence, initiative, co-operation, resilience, responsibility and a desire for lifelong learning whilst striving to achieve their personal best.

SCHOOL PLANNING PROCESS

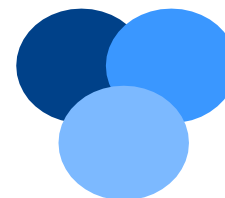
The processes we have been through have led us to the development of three strategic directions and their purposes, products and practices that make up this school plan.

There has been a strong consultation process at Stroud Road Public School that has taken many different approaches. This has ensured that all stakeholders have a voice in decisions that affect our students.

Throughout the consultation process we have organised, run and engaged in:

- Student focus groups
- Staff focus group
- Parent/Community focus groups
- Student survey
- Staff survey
- Community survey
- Collating and analysing data from staff, students and community surveys
- P & C Meeting discussions
- Working with Great Lakes Small Schools Collegial Leadership Network (CLN) principals

These processes allowed the school to identify its strengths and areas for improvement, which ultimately impacts on student learning and their school experience. From this 3 strategic directions have been developed, in collaboration with the small schools Collegial Leadership Network (CLN), to allow the school and community to move forward together to provide a quality education for our students.



Purpose of Strategic Direction 1.

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.



Purpose of Strategic Direction 2.

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and being implemented.



Purpose of Strategic Direction 3.

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.

Strategic direction 1: Inspired Learners

PURPOSE

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

IMPROVEMENT MEASURE/S

- ✓ Each student has a Personalised Learning Plan (PLP).
- ✓ Student's goals are being met.
- ✓ Staff have participated in professional learning to gain the skills to develop and implement programs (Identified in Teacher Professional Portfolio).
- ✓ E-Learning program established
- ✓ ICT is an integral part of daily teaching and learning.
- ✓ Improved student learning outcomes (PLAN, Matrix, Continuums).
- ✓ Students moving across the continuums in literacy and numeracy.
- ✓ Student needs are being addressed according to their individualised plan.

PEOPLE

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

Students: Develop skills and capabilities in:

- Working independently, cooperatively and collaboratively.
- Being productive and proactive in their learning.
- Using ICT across all Key Learning Areas (KLAs).

Staff: Through ongoing, targeted professional learning staff develop skills and capabilities in:

- Planning and programming for all learning abilities.
- Plotting and tracking students on continuums.
- Implementing technology into teaching practices.
- Developing PLPs for each student.

Community: Parents, students and teachers work together using ICT to improve the learning of all students.

PROCESSES

How do we do it and how will we know?

Personalised Learning Plans PLPs: Staff, students and parents work together to develop PLPs for each student and ensure goals are being achieved.

NSW Syllabuses for the Australian Curriculum: Staff engage in professional learning, specific to their student's learning abilities/styles and programs being implemented in their classrooms.

e-Learning and ICT: Conduct an equipment and skills audit.

Increase knowledge and confidence in understanding and using ICT by teaching all stakeholders new technology and supporting their use of such.

Learning and Support Teacher (LaST): Employment of a LaST teacher 3 days per week to facilitate targeted support to students.

Virtual Learning and Support Team: Establishment of Virtual Learning and Support Team across CLN.

PRODUCT AND PRACTICES

Product: What is achieved and how do we know?

PLPs: Students have current PLPs.
Programs: Staff have the skills and training to design and implement high quality teaching and learning programs.
e-Learning: An e-Learning program established. Staff skilled and trained to design and implement technology (measured through the ICT matrix guide).
Virtual Learning and Support team: Google Docs folder with referrals and student notes.

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

PLPs: Students working towards their learning goals in PLPs, which are revised each term.

e-Learning: Teachers implementing new technology skills into their teaching practices. Students apply ICT in learning tasks, across all KLAs. Students increasingly access learning through technology.

Learning and Support Teacher (LaST): Small group and one-on-one experiences for students to target identified areas of individual need.

Virtual Learning and Support team: Students learning/behavioural/wellbeing needs are identified and through collaborative discussion strategies are implemented to support student needs.

Strategic direction 2: Excellence in teaching

PURPOSE

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and being implemented.

IMPROVEMENT MEASURE/S

- ✓ Curriculum and assessment rubrics developed.
- ✓ Teacher's professional learning logged (on MyPL) and evidence gathered in Professional Learning Journal (PLJ). Professional goals and evidence gathered are clearly linked to *Teacher Professional Standards* and *Performance and Development Framework* plan.
- ✓ Professional learning addresses the standards and SEF.

PEOPLE

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

Staff: To develop a deep understanding of and be confident in:

- ✓ Implementing all new NSW Syllabuses for the Australian Curriculum documents.
- ✓ Linking syllabus outcomes and content to the literacy and numeracy continuums.
- ✓ Addressing the Australian Professional Teaching Standards and collecting evidence.
- ✓ Being actively engaged in their own professional learning needs and development and maintenance of a professional portfolio.

PROCESSES

How do we do it and how will we know?

Curriculum Coordinator: Professional Learning Coordinator engaged to support planning, implementation and monitoring of programs. Curriculum Coordinator employed by CLN schools.

Professional Learning Development Officer (PLDO): Professional Learning Development Officer engaged to organise mandatory training resources with links to resources, clearly detailing links to AITSL principal and teacher professional standards in addition to School Excellence Framework.

NSW Syllabuses for the Australian Curriculum: Develop and implement scope and sequences, units of work and assessment rubrics through small schools professional learning network.

Professional learning on assessing and reporting student progress, plotting and tracking accurately on the literacy and numeracy continuums.

Performance and Development Framework (PDF): Teachers develop, implement, review and reflect on professional learning by maintaining a PLJ.

PRODUCT AND PRACTICES

Product: What is achieved and how do we know?

NSW Syllabuses for the Australian Curriculum: Design and implement whole school scope and sequences and units of work.

Performance and Development Framework (PDF): Individual learning goals for teachers established and each teacher maintains a PLJ based on the PDF. Professional Learning Development Officer (PLDO): Professional learning package developed.

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

NSW Syllabuses for the Australian Curriculum: Teachers implementing NSW syllabuses, scope and sequences and units of work.

Performance and Development Framework (PDF): Teachers reflecting and gathering evidence of their progression through the Teacher Professional Standards related to their professional goals.

Professional Learning: Teachers actively seek and engage in relevant professional learning associated with their PDF plan.

Professional Learning Development Officer (PLDO): Professional Learning Package embedded in daily practice.

Strategic direction 3: Engaged Community

PURPOSE

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.

IMPROVEMENT MEASURE/S

- ✓ Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content.
- ✓ Increased parent involvement in school (sign on book and surveys) and home learning.
- ✓ Being an active member of the CLN and achieving milestones, shared goals and projects.
- ✓ Analyse the 'Tell Them From Me' survey results to inform future planning.

PEOPLE

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

Staff: Develop staff capacity to build stronger community relations through targeted professional learning.

Deliver literacy and numeracy parent sessions and create newsletter articles to develop parents understanding of literacy and numeracy strategies used in the classroom.

Parents / Community: To establish a collaborative learning community with students and teachers to support programs at the school which encourage positive family and school partnerships for the educational benefit of all students.

PROCESSES

How do we do it and how will we know?

Teacher Professional Learning: Professional learning for staff, focussing on positive and effective interactions with parents and the wider school community.

Coming Together For Our Students: Establishing formal and informal ways in which communication processes can strengthen. This will support active and frequent collaboration between the school and community.

Upskilling parents in literacy and numeracy strategies so they are able to support their child's learning at home.

Tell Them From Me Survey: Participation in the 'Tell Them From Me' survey.

PRODUCT AND PRACTICES

Product: What is achieved and how do we know?

Teacher Professional Learning: Productive, supportive CLN meetings and professional development on a regular basis.

Coming Together For Our Students: Greater parent understanding of learning, learning challenges and curriculum content.

Increased parent-teacher collaboration.

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

Teacher Professional Learning: High level collaboration of all CLN principals in school planning and implementation.

Coming Together For Our Students: Reciprocated and respectful communication between students, staff and parents.

Parent sessions run and newsletter articles published to assist parents support their child's learning at home.