DELEGATE PUBLIC SCHOOL

2014 – 2017

SCHOOL PLAN

2014
Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms with Connected Classroom facilities installed in 2010. We have established our kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school. The school has a small, but highly committed, P & C Association whose members are actively involved in school decision-making inclusive of the school's self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

The community is identified as a low socio economic status population. Students are placed across two multi-stage classes. The teaching principal is supported by one full-time classroom teacher, two permanent teachers who support learning assistance and who fill the part-time positions of school librarian, release from face-to-face and executive release. A part-time School Administration Manager, two School Learning Support Officers, Garden Specialist and Kitchen Specialist (Stephanie Alexander Kitchen Garden Program -SAKGP) and a General Assistant who maintains grounds and facilities (one day per week) support the teaching staff and students of Delegate Public School. The dedicated, highly motivated staff is committed to providing high quality teaching and learning programs relevant to the needs of all students, in a caring, supportive environment. We aim to develop an inclusive school which fosters a love of learning; a respect for self and others; and an acquisition of knowledge which will enable them to take their rightful place within their own community, as well as within the wider global community. We want children and parents to value learning, to see it as a life skill and to make the most of the opportunities provided. Students are demonstrating an understanding of the necessity to accept responsibility for their own learning, and are experiencing success in a range of endeavours. We pride ourselves on being a school that cares.

**SCHOOL PURPOSE**

The school is committed to Quality Teaching practice and to providing a meaningful total school curriculum, based on the NSW syllabus documents and enhanced with a commitment to 21st Century learning. We have high expectations for all our students. We aim to give all students the opportunity to reach their potential in a caring, sharing, supportive learning environment.

The school’s emphasis on student leadership and development is valued and supported by the wider school community. Delegate Public School is actively seeking ways to improve the learning outcomes for the children we serve.
Strategic Plan for Delegate Public School 2014

**Strategic Direction 1:**
Best practice teachers and staff ensure students achieve their best outcomes.

**Purpose of Strategic Direction 1**
To ensure learning for all our students is based on teacher and staff responsibility; quality educational delivery is at a consistent, high standard and a collegial culture is enriched.

**Strategic Direction 2:**
Every student is a successful learner in a safe, respectful and responsible environment.

**Purpose of Strategic Direction 2**
To use a range of student achievement and wellbeing data to identify, adjust and monitor student learning so the students will engage and learn successfully.

**Strategic Direction 3:**
Student outcomes and wellbeing enhanced by effective systems and strong community relationships.

**Purpose of Strategic Direction 3**
To implement a coherent, sequenced plan for curriculum delivery to be shared with parents and families. To further enhance positive and caring relationships to identify need and drive a continuous improvement agenda.
## Strategic Direction 1: Best practice teachers and staff ensure students achieve their best outcomes.

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Product &amp; Practices</th>
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</table>
| To ensure learning for all our students is based on teacher responsibility, quality educational delivery is at a consistent, high standard and to develop a collegial culture. | • Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.  
• Staff: Targeted professional learning programs built to develop teacher capacity to meet the needs of all students incorporating the Australian NSW Curriculum.  
• Staff: A review of assessment tasks is undertaken and a scope and sequence of tasks is developed and aligned to Australian curriculum.  
• Staff: Use technology to manage assessment data and inform - teaching and learning  
• Staff: Use technology to manage student welfare data. | • Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process. Professional development to focus on dimensions.  
• Trial school scopes and sequences based on the Australian NSW Curriculum new syllabuses with multi-age classes will be implemented across the whole school and reviewed.  
• A review of assessment tasks undertaken and a scope and sequence of tasks developed and aligned to Australian NSW Curriculum and student reports embody Australian NSW Curriculum.  
• Use technology to manage assessment data and inform teaching and learning. Use technology to manage student welfare data.  
• Class programs and teaching observations informed by student learning data.  
• School/student performance data is tracked K-6 each Term in both literacy and numeracy and used to inform teaching programs for improved student outcomes.  
• All teachers and staff will be supported by high quality performance and development processes. | • Practices: There is an expectation that all teachers will be highly committed to the continuous improvement of their own teaching and will be focused on the development of knowledge and skills required to improve student learning.  
• Product: 100% of teachers completing Personal Professional Learning Plans (PPLPs) linked to school targets, professional performance, student outcomes and career planning. Develop and maintain professional practice.  
• Practices: Principal provides teachers with ongoing detailed feedback on their classroom practices.  
• Practices: Teachers work at understanding where students are up to in their learning including their current knowledge, skills, learning difficulties and understandings to identify starting points for teaching.  
• Product: Students demonstrate growth along literacy and numeracy continuums. Progress monitored each term.  
• Product: School meets the implementation targets for the new syllabus documents.  
• Practice: Strengthen performance management, planning and development processes for all staff, including school administration and support staff. Continue to build teacher capacity to improve student outcomes and provide access to digital education resources for teaching, learning and professional development. |
### Strategic Direction 2: Every student is a successful learner in a safe, respectful and responsible environment

#### Purpose
Every student is a successful learner in a safe, respectful and responsible environment. 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning.

#### People
- **Students:** Engage students in the development of inclusive quality learning within the school.
- **Students:** Indigenous student Personalised Learning Plans will continue and be formalised for all identified students.
- **Staff:** Develop capabilities for teaching staff in the area of differentiated learning. This will include planning for skill development for staff to design and implement appropriate program and lesson design.
- **Parents:** Collaboratively develop communication strategy to build awareness amongst parents of the school focus on differentiated learning. This will include tips for parents on supporting the learning of their children at home.

#### Processes
- **School team to focus on establishing frameworks for consistent, high standard practices in learning support.**
- **Differentiated learning to be the theme for professional learning activities, focusing on improved teaching practice.**
- **Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.**
- **Teacher professional development days for Quality Teaching elements to be embedded into classroom practice.**
- **Whole-school focus on utilising data (including SMART and school-based data) to inform whole school planning and individual teaching and learning programs.**
- **Analyse NAPLAN data and focus on the school’s identified areas of improvement to develop a culture of continuous improvement.**
- **School-wide flagging of any student not achieving at stage/grade expectations**
- **Reviewing of the whole school editing code; Encourage self and peer editing strategies; Effective feedback on student writing -rubrics**
- **A School Learning Support Officer to provide explicit, individualised tutorial support to students in literacy and numeracy.**

#### Product & Practices
- **Product:** K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.
- **Practices:** All teaching practice and planning is based within the Quality Teaching framework.
- **Practices:** High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, TARS and improved learning outcomes.
- **Practices:** Professional learning meetings to establish across stages and curriculum areas that are leading improved and embedded practice in relation to curriculum continuity, quality teaching and learning support.
- **Practices:** Staff and students reflecting and reporting on the achievement of their own learning and professional goals.
- **Practices:** All staff use SENTRAL/Department equivalent data for assessment and student welfare to identify students’ outcomes, needs and achievements.
- **Practice and Product:** All students will be positioned, tracked and monitored on the Literacy and Numeracy Continuums.

*The 2014 Year 6 students (3 students) will demonstrate growth and achieve at or above*
Cluster 12 in Aspects of Reading Texts, Comprehension and Vocabulary knowledge on the K-6 Literacy Continuum.

- **Year 5** (1 student) and **75% Year 7** (8 students) students who were enrolled at Delegate Public School in Year 3 achieve at or above the state and region growth and proficiency rates in 2014 NAPLAN Reading assessment.
- The 2014 Year 6 students (3 students) will demonstrate growth and achieve at or above Cluster 12 in Aspects of Writing on the K-6 Literacy Continuum.

Cluster 9 in Aspects of Reading Texts and Comprehension on the K-6 Literacy Continuum.

- **Year 5** (1 student) and **75% Year 7** (8 students) who were enrolled at Delegate Public School in Year 3 achieve at or above the state and region growth and proficiency rates in 2014 NAPLAN Grammar, Punctuation and Spelling assessment.
- The 2014 Year 3 students (2 students) will demonstrate growth and achieve at or above Cluster 9 in Aspects of Reading Texts and Comprehension on the K-6 Literacy Continuum.

- **Year 3** (2 students) enrolled achieve at or above the state and region proficiency rates in 2014 NAPLAN Reading assessment.

Cluster 5 on the K to 6 Literacy Continuum specifically Reading Texts and Comprehension.

- **2014 Kindergarten class** will demonstrate growth from initial Literacy Best Start Assessment to Cluster 5 on the K to 6 Literacy Continuum specifically Reading Texts and Comprehension.

Cluster 10 Numeracy Continuum.

- **2014 Kindergarten class** will demonstrate growth from initial Numeracy Best Start Assessment to having achieved Early Stage One outcomes indicated on the Numeracy Continuum K-10.
- The 2014 Year 6 students (3 students) will demonstrate growth and achieve at or above identified Stage 3 outcomes on the K-10 Numeracy Continuum.

- **All Year 5 (1 student) and Year 7 (8 students)** students who were enrolled at Delegate Public School in Year 3 achieve at or above the state and region growth and proficiency rates in 2014 NAPLAN Numeracy assessment.
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| Student outcomes and wellbeing enhanced by effective systems and strong community relationships | • Staff: Design for the development of leadership capabilities for staff participating in project teams through professional learning support and appropriate structures.  
• Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.  
• Parents: Design a communication strategy to build awareness amongst parents of the school focus. This will include tips for parents on supporting the learning of their children at home.  
• Staff informed and prepared for the next steps in Local Schools, Local Decisions  
• Staff informed and prepared for the next steps in LMBR  
• Staff aware of National Teacher Standards  
• Parents: Enrollment information is accurate for harvesting necessary data.  
• Staff, Students, Parents: The Stephanie Alexander Kitchen Garden Program to be integrated into the curriculum to reinforce literacy, numeracy, science, cultural studies and aspects of environmental sustainability. | • School team to focus on establishing frameworks for consistent, high standard practices.  
• Professional learning activities to focus on improved teaching practice.  
• Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.  
• Local Schools, Local Decisions: implementation plan established. Staff participation in information sessions.  
• LMBR: Implementation plan established. Staff participation in information and training sessions  
• Awareness raising of National Teacher and Principal standards through collegial discussion in staff meetings and individual goal setting meetings as part of the TARS process.  
• Formal Kindergarten and new enrolment interview.  
• Programming includes the identified outcomes. Students engaged in purposeful and practical activities to reinforce their learning.  
• Staff: A structured Staff meeting timetable developed so a strong TPL focus Quality Teaching Framework, Local Schools, Local Decisions, LMBR, National Teacher Standards. | • Practices: High quality teaching and learning practices demonstrated and supported across the school through Products: teaching and learning programs, assessment, TARS and improved learning outcomes.  
• Practices: Professional learning for staff established across stages and curriculum areas that are leading improved and embedded practice in relation to building learning power.  
• Practices: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.  
• Product: School management systems in place to ensure introduction and implementation of Local Schools, Local Decisions procedures to ensure quality teaching and improved student outcomes remain the core focus at Delegate P.S.  
• Practice: Stephanie Alexander Kitchen Garden program is integrated into teaching programs to support student engagement.  
• Practice: Revamp of newsletter, Website and communication strategies to enhance stronger community relationships. |
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<th>Performance Measures</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<td>• English complete draft, implement and then reflect/revise.</td>
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Improvement Cycle

Overview

Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. The National School Improvement Tool brings together findings from international research into the practices of highly effective schools and school leaders. The Tool assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing.

An Explicit Improvement Agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Targeted Use of School Resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

An Expert Teaching Team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Differentiated Teaching and Learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Analysis and Discussion of Data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Effective Pedagogical Practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

School –Community Partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.
From 2015 we will introduce an annual performance and development cycle based on the professional teaching standards that will link evaluation processes to a teacher’s professional goals. This system will have a strong classroom focus and will replace the current Teacher Assessment and Review Schedule. From 2016 the Department will add $17 million to the professional learning funds available to schools to underpin this reform and enhance the quality of teaching in our schools.

Professional teaching standards promote quality teaching and the attainment of these standards should be recognised in teachers’ remuneration. Teachers will have the opportunity to move through three career bands – aligned with attainment of the Graduate, Proficient and Highly Accomplished standards.

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<th>Year</th>
<th>Develop</th>
<th>Implement</th>
<th>Embed</th>
<th>Evaluate</th>
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<tr>
<td>2014</td>
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