1745 Delegate Public School 3D Plan 2015 – 2017
## School background 2015 - 2017

### School vision statement

Our school fosters equity and excellence of opportunity in learning and life experiences for all students, staff, parents/carers and the wider community, irrespective of background or individual challenges.

Our values are **Respect, Responsibility, Safety**

We encourage students to take responsibility for building essential skills in literacy, numeracy and future focused learning and to value themselves, their own learning success as well as developing empathy and respect for others. We will promote lifelong learning within a safe and harmonious environment which develops a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental and physical well-being.

We are committed to teach and promote knowledge, skills and understanding of multi-cultural, Aboriginal and environmental perspectives, in all learning experiences.

We will promote authentic positive partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well-being of young people and their families and provide opportunities for students’ to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

### School context

Our school operates in the context of a strong public education system. *Creating Futures Together 2015-2017* articulates three strategic directions and key reforms that are being implemented to support every learner in all NSW public schools.

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. 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.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2015, the school has an enrolment of 31 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to individual student need. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

The school has a small, but highly committed, P&C Association whose members are actively encouraged to be 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.

### School planning process

The 2015-17 School Plan has been centred around the key principles of the *Melbourne Declaration*. We also identify key DEC Reforms namely – ‘Great Teaching Inspired Learning’, ‘Local Schools Local Decisions’ ‘Every School Every Student’ as means to direct our school plan.

- Reviewed 2014 school plan and made notes for future directions. Communicated findings and recommendations to develop the school’s strategic directions for the coming three years.
- In 2015 revise our vision statement and examine the school context with staff and school community.
- Develop SMART targets that are aligned with our school purpose, processes, practices, people and products informed by external as well as quality school data, analysis of the school learning environment, evaluation at all levels (whole school; classes and each student.
- Implement a comprehensive school improvement process to be undertaken across the school to review current practices and collect evidence, including student learning outcomes, tracking student progress, along with survey and forum data from staff, students and parents.
Purpose:
Every student is engaged and learning successfully to become a confident, competent, creative citizen and future leader.

To provide equitable personalized learning for our 21st Century learners by engaging in a differentiated quality curriculum based on rich and reliable data.

**STRATEGIC DIRECTION 1**

**Differentiation**

Purpose:
Best Practice in leading, teaching and learning to effectively build our capacity to deliver the best possible student outcomes.

With distinction, foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.

**STRATEGIC DIRECTION 2**

**Distinction**

Purpose:
Student outcomes and wellbeing are enhanced by effective systems and dynamic School and Learning Communities.

To further enhance positive and caring relationships with the school community to identify need and drive a continuous improvement agenda.

To embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

**STRATEGIC DIRECTION 3**

**Dynamic**
Strategic direction 1: **Differentiation**

Every student is engaged and learning successfully to become a confident, competent, creative citizen and future leader.

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<td><strong>To provide equitable personalized learning for our 21st Century learners by engaging in a differentiated quality curriculum based on rich and reliable data.</strong></td>
<td><strong>Students:</strong> Actively engage as quality learners in the classroom and home environments and develop future focus skills in all Key Learning Areas. Students develop resilience, knowledge and understanding of concepts and demonstrate independent, collaborative, creative and critical work skills to support their success with all learning. Engage in the development of goal setting and self-assessment practices to raise individual awareness and expectations of student performance. Personalized Learning /Individual Learning Plans will continue and be monitored for all identified students. <strong>Staff:</strong> Develop capabilities for differentiated teaching through ensuring that all staff have a sound understanding of the Numeracy and Literacy Continuums and how to plan for quality learning activities based on cluster descriptions. Engage in professional learning activities to build knowledge of new syllabuses. **Early Stage 1 and Stage 1 teacher to undertake L3 Stage One training. 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 PDF (Performance and Development Framework). 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/Best Start 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 stage/grade expectations. Reviewing of the whole school editing code; Encourage self and peer editing strategies; Effective feedback on student writing – rubrics.</td>
<td><strong>Products:</strong></td>
<td><strong>K-6 scope &amp; sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.</strong> <strong>Stage school assessment data K-6 demonstrates improved number of students attaining Sound, High and Outstanding in Semester Report data.</strong> <strong>All Indigenous students have a personalized learning pathway that is developed collaboratively with all stakeholders.</strong> <strong>All students identified as requiring an Individual Learning Plan through learning and support team meetings be provided with differentiated learning pathways.</strong></td>
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Public School in Year 3 achieve at or above the state growth and proficiency rates in 2015 NAPLAN Reading assessment.

75% of total Year 5 (3 students) and Year 7 (1 student) students who were enrolled at Delegate Public School in Year 3 achieve at or above the state growth and proficiency rates in 2015 NAPLAN Writing assessment.

50% of Year 3 (7) students enrolled achieve at or above the state proficiency rates in 2015 NAPLAN Reading assessment.

Using PROBE Reading and Comprehension assessment students in Years 3 to 5 all students reading and comprehension ages for fiction and non-fiction equal or are beyond that of their chronological ages.

2015 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.

75% of total Year 5 (3 students) and Year 7 (1 student) students who were enrolled at Delegate Public School in Year 3 achieve at or above the state and region growth and proficiency rates in 2015 NAPLAN Numeracy assessment.

**Parents:**
Collaboratively develop a communication strategy to build awareness amongst parents of the school’s focus on differentiated learning. This will include tips in newsletters and the website for parents on supporting the learning of their children at home.

**A School Learning Support Officer** to provide explicit, individualised tutorial support to students in literacy and numeracy.

**Evaluation Plan**
Regular reporting against the milestones.

Utilise the School Excellence Framework to analyse current performance in the learning elements of curriculum and learning and assessment and reporting.

- Staff and students reflecting and reporting on the achievement of their own learning and professional goals.
- All staff use SENTRAL data for assessment and student welfare to identify students’ outcomes, needs and achievements.
- Teachers consistently participate in professional learning to improve teaching and learning through the use of evidence based practice and research.
- Consistency of Teacher Judgement is developed through regular data and information collection.
Strategic direction 2: **Distinction**
Best Practice in leading, teaching and learning to effectively build our capacity to deliver the best possible student outcomes.

### Purpose
With distinction, foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.

### People
**Students:** Master core subjects  
Think deeply and critically and make relevant connections  
**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.

Targeted professional learning programs built to develop teacher capacity to meet the needs of all students incorporating the Australian NSW Curriculum.

- Use technology to manage assessment data and inform teaching and learning.
- Use technology to manage student welfare data.
- Review and adjust school reports to take account of changes in the curriculum.

### Processes
Develop a deeper, shared understanding of quality teaching, including the Professional Development Framework process.

- Implement school scopes and sequences based on the Australian NSW Curriculum new syllabuses with multi-age classes.
- 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.

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.

### Products and Practices
**Products:**
- Teachers’ programs and classrooms show evidence that they are following the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science by the end of 2015 and History by the end of 2016.
- Students demonstrate growth along literacy and numeracy continuums. Progress monitored each term.

**Practices:**
- All teachers develop a Performance and Development Framework (PDF) aligned to 2015 NSW DEC Performance and Development Framework.
- 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.
- Continue to build teacher capacity to improve student outcomes and provide access to digital education resources for teaching, learning and professional development.
- Beginning Teacher and Mentor programs are evident in school practice.

### Improvement Measures
- Implementation of NSW Professional Development Framework;  
  K12 Teacher to continue L3 training in 2015.  
  345 Teacher to attend ‘How 2 Learn’ and ‘Writing in the Middle Years’.
- All teachers have evidence to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework.
- Continued implementation of mandatory NSW DEC Teacher Professional Learning.
- Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DEC policy and procedures and evidenced in school practices and products.
Strategic direction 3: **Dynamic**
Student outcomes and wellbeing enhanced by effective systems and dynamic School and Learning Communities.

### Purpose
To further enhance positive and caring relationships with the school community to identify need and drive a continuous improvement agenda.

To embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

### Improvement Measures
- **People**
  - **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.
  - **Students:**
    Students demonstrate knowledge and understanding of PBL. Students participate in school programs that promote resilience, respect and cooperative relationships with peers and adults as well as improved engagement with academic learning.
  - **Staff:**
    Engage in whole school evaluation practices. Continue to refine PBL strategies.
  - **Parents:**
    Participation in opportunities to contribute to a positive school culture through Parents and Citizen's Meetings and Evaluation Forums.

- **Processes**
  - The Stephanie Alexander Kitchen Garden Programming includes identified outcomes. Students engaged in purposeful and practical activities to reinforce their learning.
  - Teachers are trained to use SENTRAL for all student Learning and Support and PBL data.
  - Student learning and staff professional learning projects with the Learning Communities are discussed, planned and implemented by the respective school teams e.g. M Goals.

**Evaluation Plan**

- **School Excellence Framework** self-assessment.
- Regular monitoring of school's finances and ability to meet all learning and infrastructure targets through effective financial/business management.
- Annual school surveys measure school culture and community satisfaction in the areas of curriculum, student well-being, teaching, leadership and communication.

**Products and Practices**

- **Products:**
  - The implementation of curriculum, PBL and Child Protection programs and practices, promotes the well-being of every student.
  - The school's adherence to NSW DEC Code of Conduct policy and procedures and WH&S practices promotes ethical, cooperative relationships between all staff and community members and safe work practices.
  - Students' engagement with PBL evident in the number of students progressing through the behaviour system.

- **Practices:**
  - A whole school evaluation and consultation schedule embeds the elements of the School Excellence Framework to be developed and implemented across a four-year cycle
  - Increased attendance at School Information sessions on school structure and planning.

- **Staff demonstrate confidence and capacity to use SENTRAL for Learning and Support and PBL data.**
- Increased community participation in school/community information sessions, workshops and maintaining the increased participation in fundraising events.
- Sustained high levels of student engagement in learning and positive behaviour outcomes.
- Strong school financial and management systems, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.
- School and P&C financial goals for school environment are met annually.