School plan 2015 – 2017
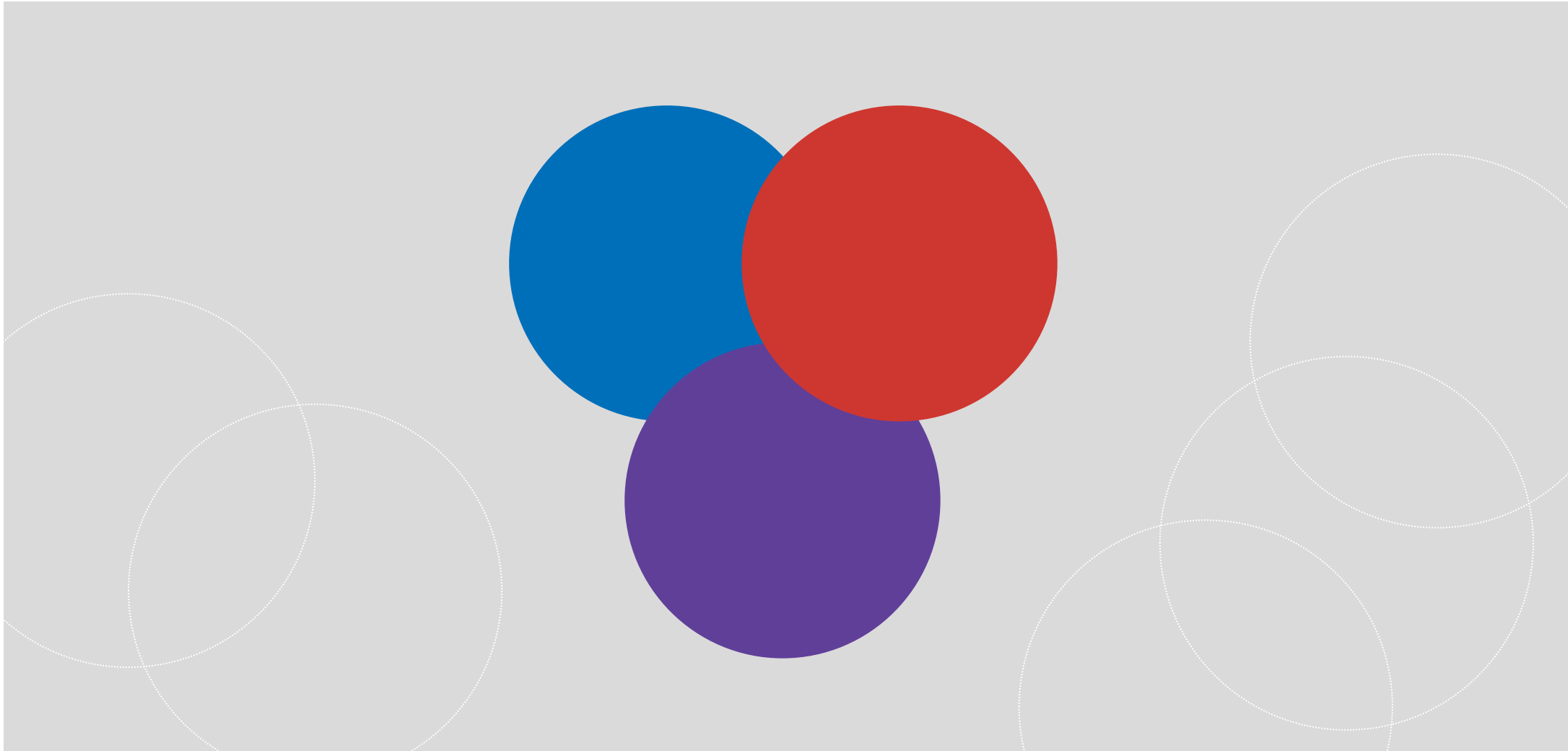
Sofala Public School   **3077**

School background 2015 - 2017

School vision statement

Caring, Sharing and Learning are our key values at Sofala Public School. Our vision is to provide each child with the personalised learning they need to be happy and learning in a safe and respectful learning environment. This will enable them to become active and successful contributors to society in the future.

School context

Sofala Public school is a unique small school located approximately 45km from the centre of Bathurst in Western New South Wales. Our school draws its enrolments from the local community and has a number of students in Out of Home Care as well as families who live and work in the local and Bathurst areas. Our current enrolment is thirteen students.
We are a well-resourced school with technology at a premium. Our students are engaged with technology in the form of iPads, laptops and desk top computers to assist them with their learning.

The school also provides a hub for the community. We present school plays to entertain the community and have the pleasure of welcoming in a number of local artists and historians to interact with and teach the children.

As a member of the Bathurst Small Schools Learning Community we work with students and teachers from a number of surrounding schools and compete against them during small school debating and sporting events.

School planning process

At the beginning of 2015, the school staff, students, parents and community members were asked to be actively involved in the planning process for the school. Parents and community members showed genuine interest in the development of the 2015-2017 school plan and were keen to contribute.
Staff and families were asked to complete a simple survey that highlighted what it is that they value about the school and what parts of the school they would like to see improved or changed.
This resulted in the development of three key areas for the strategic directions being
- Quality teaching and learning
- Student engagement and
- Community Engagement

Families identified products that they would like to see at the end of the three year cycle.
Staff and students expressed their priorities for the direction of the school and their own personal learning and development. These formed the bases of the products and practices that are outlined with this plan.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

The school will deliver quality, teaching and learning programs to all students.

STRATEGIC DIRECTION 2

Engage students in learning, incorporating effective use of technology.

STRATEGIC DIRECTION 3

Engage families and community members to enrich the learning of the students.

Purpose:
Strategic Direction 1
To provide staff with the training and knowledge they require to deliver high quality teaching and learning to all students through the utilisation of best practise to enable all students to succeed.

Purpose:
Strategic Direction 2
To set high expectations for student learning through the use of technology and highly engaging teaching and learning sequences.

Purpose:
Strategic Direction 3
Build relationships and actively engage with families and community members to create ownership and improve the learning outcomes for all students.

Strategic Direction 1: The school will deliver quality, teaching and learning programs to all students.

Purpose

Why do we need this particular strategic direction and why is it important?

To provide staff with the training and knowledge they require, to deliver, high quality teaching and learning to all students through the utilisation of best practise.

Improvement Measures

❖ Development of sustainable systems and processes to record the achievement of students in literacy using PLAN.

❖ Staff development needs are self-evaluated regularly with the emphasis of professional learning to increase capacity of staff to deliver quality teaching and learning.

People

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

Students:
Students will be engaged with teaching and learning programs that are meaningful and successful.

Staff:
Staff will be engaged with professional learning that is purposeful and directly linked to individual professional learning plans.

Community Partners:
Links with various communities of schools will be utilised to provide teachers with the training they require.

Leaders:
Will provide professional learning opportunities to staff to increase their capacity to deliver quality education for all students.

Processes

How do we do it and how will we know?

❖ Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.

❖ Differentiation - To build capacity to collaboratively plan and differentiate programming and lesson delivery in Literacy and Numeracy using the quality teaching elements. This will be enhanced through school network alliances.

❖ Professional learning is accessed and implemented in a meaningful and purposeful manner by all members of staff.

Evaluation Plan

Evaluate every five weeks using the Milestones and classroom monitoring to gauge effectiveness and progress of Improvement measures.
Use staff evaluation and program monitoring to assess changes in lesson preparation and delivery.

Products and Practices

What is achieved and how do we measure?
Product:
❖ Staff are confidently differentiating lessons and have adjusted lesson delivery methods to cater for the individual learning needs of the students on a daily basis.
❖ Development of sustainable systems and processes to record the achievement of students in literacy using PLAN.

Product:

❖ Staff development needs are self-evaluated regularly with the emphasis of professional learning to increase capacity of staff to deliver quality teaching and learning.

Product:
❖ Highly trained, competent staff who continuously evaluate teaching practises.
❖ Lesson observations that reflect the quality teaching framework and assist teachers to improve lesson planning and delivery

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

Practice:
Quality teaching elements are embedded into all programming and planning.
Practice:
❖ Self-critique of lessons to generate professional dialogue and continue to raise the expectations for teachers.

Strategic Direction 2: Engage students in learning, incorporating effective use of technology.

Purpose

Why do we need this particular strategic direction and why is it important?

To set high expectations for student learning through the use of technology and highly engaging teaching and learning sequences.

Improvement Measures

- ❖ Students confidently use technology to take an active role in their learning.

- ❖ All students will have an Individual Learning plan that is student centred, parent driven and facilitated by the teacher.

- ❖ Students demonstrate at least 12 months growth of academic performance each school year.

People

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

Students:
Students will be confident, active participants in learning to enhance success and generate positive self-esteem.
Students will engage with technology regularly to form connections between the digital world and school.

Staff:
Staff will provide quality teaching and learning, through the delivery of a rich curriculum that incorporates technology, delivered in a manner that meets the needs of every student.
Will set high expectations for all students to work towards and achieve in all aspects of school life.

Parents/Carers:
Parents and Carers will be supportive and value the importance of encouraging students to be life-long learners through the utilisation of technology in the home. This will also assist in the completion of homework each week by every child.

Community Partners:
The community will engage positively with the school to support its learning objectives.

Processes

How do we do it and how will we know?

- ❖ Engage students through technology, in learning across all Key Learning Areas.
- ❖ Develop personalised learning plans for each child that reflects the individuality of the child.
- ❖ Challenge students to take educational risks without fear of failure or negative feedback from peers.

Evaluation Plan

Evaluate every five weeks using the Milestones and classroom monitoring to gauge effectiveness and progress of Improvement measures.

Products and Practices

What is achieved and how do we measure?

- ❖ Students confidently use technology to take an active role in their learning.

Product:
- ❖ All students will have an Individual Learning plan that is student centred, parent driven and facilitated by the teacher.

Product:
- ❖ Students demonstrate at least 12 months growth of academic performance each school year.

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

Practice:
- ❖ Personalise learning plan for all students developed in consultation with staff, students and carers.

Practice:
- ❖ School plans and timetables show evidence of increased curriculum available for students.
- ❖ Teachers will have developed engaging teaching and learning programs to meet the needs of every student, utilising technology where appropriate.
- ❖ Students will happily and actively engage in lessons that require higher order thinking and problem solving skills.

Strategic Direction 3: Engage families and community members to enrich the learning of the students.

Purpose

Why do we need this particular strategic direction and why is it important?

Build relationships and actively engage with families and community members to create ownership and improve the learning outcomes for all students.

Improvement Measures

❖ Increase of student outcomes due to active productive and supportive involvement of families and community.

People

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

Students:
Involvement in three way interviews to drive their learning.
Actively engage with families for learning tasks.
Support community activities.

Staff:
Seek opportunities to engage and communicate with families and community members formally and informally, in a productive and meaningful manner.

Parents/Carers:
Positively engage with all members of the school to provide genuine feedback and address concerns in a timely fashion.

Community Partners:
Involved in school projects, events and the learning of the students.
Provide leadership to student leaders.
Enrich student education by sharing skills and knowledge.

Leaders:
Provide professional learning for staff to further develop strategies to communicate effectively with families and community.

Processes

How do we do it and how will we know?

❖ Allocate specific times and ongoing processes for parent and community communication.

❖ Provide opportunities and time for community to access students and staff to teach and skills and knowledge.

❖ Facilitate community events and providing support for parents and community members.

Evaluation Plan

❖ Monitor level of parent and community participation in the school on a fortnightly basis.
❖ Continue to monitor the achievement of students in all Key Learning Areas.

Products and Practices

What is achieved and how do we measure?

❖ Increase of student outcomes due to active productive and supportive involvement of families and community.

Products
❖ Ongoing and systematic development of parent knowledge regarding DEC policies and procedures, student learning and school expectations.

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

Practice:
❖ Authentic, responsive and honest communication between school and community and families on a regular basis.

Practice:
❖ Creating a welcoming and supportive environment that encourages open communication between parents school